

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION

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COURSE IN SOCIAL STUDIES

Grade Nine



Bulletin 71 A

HARRISBURG

PENNSYLVANIA

1932



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FOREWORD

ONE of the outstanding obligations of the State is to produce a cooperative and intelligent citizenry, with attitudes that will lead to proper conduct. All courses of study must, therefore, be character educative in nature. It is not enough to know about government and one's responsibility with reference to government. Unless the proper attitudes are developed to insure action when a citizen is confronted with a given problem, all teaching will be in vain.

This social studies program has been prepared for grades 7, 8, and 9 whether part of an 8-4 system or organized as a junior high school. The course has been planned so that citizenship aspects will be developed in connection with the work of grades 7 and 8, as well as in the outline of citizenship problems in grade 9. It is felt that the social studies in these grades will bring to the young citizen a rich program in citizenship.

In its present form this material is tentative. The suggestions of teachers, principals, and others will be welcome so that subsequent revisions may be improved. The material included in the course is part of a general program of curriculum revision organized under the direction of William H. Bristow, Deputy Superintendent, Department of Public Instruction, Harrisburg. The material was prepared by a committee consisting of:

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Preliminary outlines of this material were distributed during the school year 1929-30, and used experimentally by many junior high school and elementary school teachers. In addition, certain parts of the courses were tried out in the 1931 summer schools at the Pennsylvania State College, the University of Pennsylvania, and the California State Teachers College.

In its present form, the material for grades seven and eight was prepared by A. O. Roorbach, Joseph Leswing, and A. W. S. Little. R. O. Hughes, assisted by Joseph Rovengo, Liberty Junior High School, Pittsburgh, revised the material for the ninth year course in Citizenship.

For convenience and economy the course for grades 7, 8, and 9 has been divided into two bulletins, the first including grades 7 and 8 and the second devoted to the work in citizenship for the 9th grade.

The work of preparing the material for printing was done by John F. Brougher, assisted by D. M. Cresswell, Department Editor. Dr. Hiram H. Shenk, Archivist, Pennsylvania State Library, gave valuable suggestions relative to the phases of the history courses relating to Pennsylvania history.

May 31, 1932.

JAMES N. RULE,
Superintendent of Public Instruction

COURSE IN SOCIAL STUDIES

Grade Nine

INTRODUCTION

THE success of our democracy and the degree to which social order prevails depend upon the intelligence and the morality of the great mass of our people, and their capacity to share in the activities of government. Through the school, society can most directly and purposefully develop in each individual the ideals, attitudes, and practical civic abilities which each citizen must possess. The school is supported and controlled by society; it has under its daily influence the group from which will come the leaders of thought in the coming generations. Moreover, the school touches the lives of our people at the time when they are most responsive to social appeals.

In the attainment of these ideals, that part of the school represented by grades 7, 8, and 9, whether in the secondary school, or organized as part of an eight-four system, has a very important part. Young people have a keen sense of justice and they are particularly interested in problems relating to social control. It is the duty of the school, therefore, to guide the experiences of the boys and girls under its direction in such a way that as men and women they will continually grow in effectiveness as citizens. It must enlist their personal devotion to the welfare of democracy by showing them how the happiness of each one of us is inextricably bound up in the good of all, by appealing to their idealism, and by developing their emotional and ethical life.

In fulfilling the obligations imposed by education for citizenship, the school leans heavily upon the social studies program. This subject of study provides the materials and the opportunities essential for the development of the historical background against which the individual may view events in their true perspective, and will enable him to secure an understanding of the realistic functioning of government. Such training is essential if the individual is to discharge properly the duties of citizenship.

Two important considerations enter into the success of the social studies work. The first is the atmosphere and setting provided by the school. The second is the point of view of the teacher and the methods which are used in attacking the subject.

The knowledge, ideals, habits, and attitudes which must be the chief outcomes of the courses in the social studies, can be attained only if the school is organized so that the pupils may have constant opportunities for practical citizenship experiences. If this end is to be achieved, the school must become a society, or organized to function effectively in the lives of boys and girls. In such a program the social or extra-curriculum activities have a large part to play. Pupil participation in school government should be made to contribute definitely to training for civic responsi-

bility. Community projects and organizations also offer valuable opportunities along this line. In many places, such groups as the Boy Scouts, Girl Scouts, and Junior Red Cross are actively sponsored by the school or are conducted in close cooperation with it. An informal approach to the problems in this field is essential if vital interest on the part of the pupils is to be aroused.

In the study of history and civics, the emphasis must be placed on the activities of real people and on institutions and governmental agencies as organizations run by human beings. A Borough Council, for example, should be pictured as a group of everyday people chosen by their neighbors to run the community government—not merely as a theoretical body authorized by law. Boys and girls must be shown the practical as well as the legalistic side of government. Otherwise they will regard the subjects presented in school as something written about in books, but having no connection with reality.

The use of highly technical language should be avoided in dealing with boys and girls of junior high school age. When a child is forced to work with concepts which he cannot interpret in terms of his own experiences, the activity becomes meaningless and he is likely to react unfavorably against both the subject and the school. In introducing difficult ideas to pupils at this level, it is important to guard against over-generalization. When students are given such a ready-made formula as "The Supreme Court interprets the laws" they are not likely to secure an intelligent notion of the function of the court unless the statement is accompanied by concrete examples which they can understand.

How shall social studies material be graded? How does a junior high school course of study in this field differ from a senior high school course? This bulletin attempts to answer these questions by following the principle that in the junior high school we deal with history and civics primarily as concrete facts. Abstractions and generalizations based on them are kept to a minimum. The problem of the junior high school is to help boys and girls acquire a background by working with material which is rich in detail and which is capable of leaving a more vivid impression than the so-called "bare bones" which pupils from time immemorial have been compelled to learn by rote. Teachers are recognizing more and more that the way to make history interesting is to supply enough factual information to enable pupils to gain some idea of what life in the past really was like. Songs, letters, pictures and other "realia" should be introduced, and those students who are manually minded should be given an opportunity to engage in all kinds of hand work projects related to the course.

In the junior high school the human aspects of historical movements should be touched upon without going into technical discussions of abstract causes and effects. The need to bring people into the picture is particularly strong in civics. In dealing with the constitution, such approaches as that found in the "Ten Dreams of Zach Peters" by Hagedorn are invaluable in breathing life into a subject which is difficult for boys and girls.

The social studies program for grades 7, 8, and 9 is the first section of a two-cycle plan which covers grades seven to twelve. The first cycle is as follows:

Seventh year—Backgrounds of American Life

Eighth year—History of the United States

Ninth year—Citizenship

"Backgrounds of American Life" furnishes the setting for the work of the eighth and ninth years. It is the successor to the former sixth grade course called "European Background of American History."

The entire eighth year is devoted to the "History of the United States." "Citizenship," the ninth year

study, includes a new treatment of the community phases of civics which were formerly allocated to the second half of the eighth year, and a new approach to some of the problems which were studied in the former ninth grade course, "Economic and Vocational Civics." In this section the world's work is considered from the point of view of the pupil as an appreciator and consumer of occupational services. The latter is related to the vocational guidance program, but is not the central theme of vocational guidance. This is given elsewhere in the course in School Opportunities and Occupations for grades seven, eight, and nine. In addition to these subjects, emphasis is placed on the structure and financing of government and on the relationships between nations.

In the revision of the Citizenship course for publication, the general organization of units was materially changed, notably in Part Two, which was originally called the Elements of Welfare. The units in this section were consolidated and in some cases re-arranged. However, all of the subjects discussed in the tentative course are included in this bulletin.

CITIZENSHIP

Outline

	<i>Suggested Time</i>	<i>Page</i>
An Introductory Test		
Part One: The Citizen in the Life of the Community		
UNIT I—Communities and Community Spirit	1 week	7
UNIT II—The Meaning and Importance of Citizenship	1 week	8
UNIT III—Ideals for Community Life	2 weeks	9
1. The Home		
2. Community Planning*		
3. Providing Recreation and Amusement*		
4. How the Community Helps to Improve Conduct and Character		
UNIT IV—Protecting Life and Property	2 weeks	13
1. Promoting Health*		
2. Promoting Safety*		
3. Protection from Crime*		
UNIT V—Training for Effective Living—Education*	2 weeks	18
Part Two: The Citizen and His Government		
UNIT VI—Some Principles of Government and Politics	2 weeks	23
1. Some Important Principles		
2. The Place of Political Parties		
3. Laws and Customs about Elections and Voters		
UNIT VII—Our National Government	2 weeks	26

* The items starred are referred to as the "Elements of Welfare" in Bulletin 23, 1915, United States Bureau of Education, "The Teaching of Community Civics." This Bulletin was prepared by J. Lynn Barnard, F. W. Carrier, Arthur William Dunn, and Clarence D. Kingsley. The topics suggested originally in this bulletin are as follows: (1) Health, (2) Protection of Life and Property; (3) Recreation; (4) Education; (5) Civic Beauty; (6) Wealth; (7) Communication; (8) Transportation; (9) Migration; (10) Charities; (11) Correction.

** This schedule is suggested for a school year of nine months. Schools which have more than that time available can readily adapt themselves to the program by making additions and by utilizing supplementary projects. The order of the topics suggested is believed to be logical and effective. Schools which believe their needs to be better served by taking up the topics in a different order, however, will find no difficulty in doing so. In years when particularly important elections are held in November, some might prefer to begin their study with Part II rather than Part I.

UNIT VIII—Our State and Local Government.....	2 weeks	<i>Page</i> 29
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2. State Government in Pennsylvania		
3. Local Government in Pennsylvania		
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UNIT X—Our Relations with Other Countries	2 weeks	35
Part Three: The Citizen in the World of Work		
UNIT XI—Foundations of our Economic Life	2 weeks	40
UNIT XII—How Man has Learned to Work With Nature	4 weeks	41
1. The Progress of Man's Control over Nature		
2. The Use of Land and other Natural Resources		
3. Man's Progress in Transportation and Communication*		
UNIT XIII—Managing and Controlling Business	5 weeks	47
1. How Business is Organized and Managed		
2. How Trade is Carried on		
3. How Government and Business are Associated		
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1. The World of Modern Industry		
2. The Problem of Industrial Relations		
3. The World of Work		
4. Preparing for One's Life Work		
UNIT XV—Living Wisely and Well	2 weeks	58
Part Four: A Summary and a Forward Look		
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UNIT XVII—How Progress May Come	1 week	62
Tests:		
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AN INTRODUCTORY TEST

To discover what knowledge the pupils have regarding citizenship and government, and to find out what they think with reference to citizenship problems, the teacher may find the following test helpful. One of the important things the test should show is that there are many problems for which there are no immediate solutions. Without returning the papers, the teacher may discuss any items which seem particularly to need attention. At the close of the year or after completing Parts I and II he may give the same test and then compare the answers of the pupils at the beginning and end of the term.

Draw a circle around the answer that expresses your opinion at present. T means that the statement is True; F, that it is False; ?, that you do not know whether it is true or false. (If the teacher's facilities for mimeographing are limited, the test may be given orally, each pupil writing the proper answer as the statement is read.)

- | | |
|---|-------|
| 1. The president of the United States is elected for a term of four years. | T ? F |
| 2. There are fifty states in the Union. | T ? F |
| 3. The Constitution of the United States was made during the Revolutionary War. | T ? F |
| 4. The makers of our Constitution did not intend that it should ever be changed or expanded. | T ? F |
| 5. A patriotic citizen will never want to make a change in his government. | T ? F |
| 6. Our government is founded on the idea that the wishes of the majority of the people should determine its policy. | T ? F |
| 7. It is possible for persons born in other countries to acquire almost all the rights and privileges that may be enjoyed by persons born in the United States. | T ? F |
| 8. It is perfectly right to ask a person who has no children to pay school taxes. | T ? F |
| 9. Good citizens will obey laws that are regularly made, whether they would have made them in just that form or not. | T ? F |
| 10. A person may be a citizen of the United States without having the right to vote. | T ? F |
| 11. No person has the right to call himself a citizen until he is twenty-one years old. | |
| 12. In recent years the number of our people who live in cities has increased much more rapidly than the number living in country districts. | T ? F |
| 13. A great many important acts of government are performed by cities, towns, and counties. | T ? F |
| 14. The people who control our schools are agents of the government at Washington. | T ? F |
| 15. We owe a good deal to England for the ideas of government which underlie our own policies. | T ? F |
| 16. If a dispute ever arises between this country and other countries, we have a right to assume that those countries are trying to secure an unfair advantage over us. | T ? F |
| 17. If a murder or other serious crime is committed, the people who know about it should immediately punish the wrong-doer. | T ? F |
| 18. A citizen of Philadelphia who is proud of his city should never find fault with anything the mayor does. | T ? F |
| 19. A citizen of Philadelphia who wants his city to be an ideal city should always try to act the best he can, whether any one else does or not. | T ? F |
| 20. Each state in the Union sends to Washington two Senators who are chosen by a vote of the people. | T ? F |
| 21. The Constitution of the United States declares that there must be two parties—the Republican and the Democratic. | T ? F |
| 22. After a man has been President, he cannot hold any other office. | T ? F |
| 23. Applicants for a great many public offices in this country have to take an examination before they can be appointed. | T ? F |
| 24. A great many cities own and operate their systems of water supply. | T ? F |
| 25. It is possible for a person to render useful service to his nation or his community without being allowed to vote. | T ? F |
| 26. Thoughtful people now generally believe that the inhabitants of every community should have a reasonable amount of the right kind of recreation. | T ? F |
| 27. For a public officer to insist that anybody shall stay at home because he is sick is an unreasonable interference with that person's liberty. | T ? F |
| 28. If my property is taxed more than I think it should be, I have a right to refuse to pay any tax. | T ? F |
| 29. Our government encourages people to be religious but does not punish them for not being so. | T ? F |
| 30. No country that has a king can have a really free government. | T ? F |
| 31. A person needs to be careful how he votes, for the police will arrest him if he votes the wrong way. | T ? F |
| 32. Our national government has spent more money on wars than it has for any other one purpose. | T ? F |
| 33. Anything one reads in a newspaper that has a large circulation can be depended upon to be true. | T ? F |
| 34. The city of Washington was more carefully planned before it was built than most of our cities. | T ? F |
| 35. As soon as one finishes school, there is no longer any need of his learning anything. | T ? F |
| 36. City fire departments are seldom worth what they cost, for most of the big fires have occurred in cities. | T ? F |
| 37. If Mr. X, who is running for mayor, belongs to my church, I should vote for him in preference to any one who does not belong. | T ? F |
| 38. Women ought to feel the same interest in public affairs that men do. | T ? F |
| 39. A community that wants to prevent automobile speeding should avoid paving its main streets. | T ? F |
| 40. The study of Civics or Citizenship in some form should be required of all school pupils. | T ? F |

PART ONE

The Citizen in the Life of the Community

UNIT I—COMMUNITIES AND COMMUNITY SPIRIT

Purpose

It would take only a few minutes for most of us to discover the importance of other people in the world beside ourselves. We should need only to refuse to have anything to do with others or to use things that others had a part in producing. We simply could not last very long if we tried to carry out any such plan of action as that. Next to the fundamental fact of loyalty to our government, which makes possible the peace and comfort of our everyday life, comes the fact of our association with other people. Community life in one form or another is almost everything to us. We must realize our dependence upon it.

A. Our relations to others

1. Mention six occasions today when you depended upon others to do something for your comfort or advantage
2. Mention six articles that you commonly use but that you could not have if it were not for the service of others
3. Mention six occasions today or recently when other people depended upon you for some service. If you cannot mention them, why not?
4. Give six examples of events or occasions which suggest that people like to be with others
5. Show how coöperation is necessary for the success of each of the following: a party, baseball game, hiking club, church, school
6. Are there ever times when one may rightly prefer to be entirely alone?

B. Group and community life

1. We all belong to several groups of people. Make a list of such groups and be able to tell what each group does or tries to do for its members and what its members do or ought to do for it
2. What do we mean by *community*? (A group of people living together in a given locality, bound to one another by common interests and by common customs or laws.)
3. Show how each of the following has the characteristics of a community: home, school, church, industry or business organization, town or city, United States, the world
4. What does each of these communities do for its members and what feeling should its members have toward one another? If that feeling does not exist in every case, can you give any reasons for its absence?

C. Community spirit

1. What do we mean by it and how is it shown?
2. Do you think there is a proper community spirit in your city? Why or why not?
3. What is a community slogan? Does your community have one? Can you make a good one for it or for your school?

D. Local communities

1. In what special sense may this expression be used?
2. What kinds of local communities are there?
 - a. With reference to population: *urban, rural* (Sketch a map of a district one mile square with your school as its center.)
 - b. With reference to their form of local government: *city, town, or township, village, borough.*
 - c. With reference to distinctive characteristics: *residential, industrial, suburban, etc.*
3. Why is there so much difference in the growth of different communities?
 - a. Reasons why communities have been founded; e. g., New York, Philadelphia, Washington, our own community
 - b. Reasons why communities grow
 - c. Reasons why communities fail to grow
4. Make a table showing the distinctive features of life in the following types of communities:
 - a. Large cities
 - b. Small towns
 - c. Rural communities

Suggestions for Special Projects and Reports

Make a graph showing the percentage of urban and rural population at different censuses. (Secure copies of the United States census reports.)

Begin a large map of your community and vicinity. At first show only the main outlines of the district, including rivers, hills, etc. As different topics are taken up, include the main highways, the location of schools, large churches, public buildings, parks, and other things that may appear to be worth noticing.

The early history of our community.

Our community's advantages and disadvantages geographically.

Different kinds of communities near or closely related to our community.

Resolved: That a rural neighborhood is better than a large city as a place in which children may grow up.

Let each member of the class select some town or city of special interest to him and make a study of the reason why it was founded and why it has developed to be what it is today.

Some Names and Terms We Should Understand

services	rural communities
coöperation	city
community	town
community spirit	township
different types of communities	village
local communities	borough
urban communities	

Topics We Should Be Able to Discuss

In how many ways can we prove our dependence upon others and the necessity of cooperating with them?
In how many kinds of social groups or communities do we live and what do these groups do for one another?

What do we mean by community spirit and how may it be exhibited?

In what special sense may we use the term *local community* and what kinds of local communities may we observe?

What advantages and disadvantages are associated with life in different communities?

Special Reference Material

WORLD BOOK—See references in Guide Volume under "Group life," 8539, 8540, and "Community Life," 8545, 8546

LYMAN AND HILL—"Literature and Living," Book Three. Part I, II (1-244)

BAKER—"Adventures in Friendship"—David Grayson

BROWN—"Grandmother Brown's Hundred Years"

DEFOE—"Robinson Crusoe"

DUMAS—"The Three Musketeers"

FARIS—"The Romance of Forgotten Towns"

FISHER—"Hillsboro People"—Dorothy Canfield

GALE—"Friendship Village"

HARTE—"The Luck of Roaring Camp"

KELLER—"The Story of My Life"

LEWIS—"Main Street"

UNIT II—THE MEANING AND IMPORTANCE OF CITIZENSHIP

Purpose

Most of us, if not all, have the right to call ourselves American citizens and to be proud of the fact. Could we, with equal assurance, explain to anyone else just what it means to be an American citizen? To make sure that we are right in our comprehension of this very important topic is perhaps the first of our undertakings in the study of Civics. Citizenship, like many other good things, needs to be understood if it is to be used for the highest good.

A. Some fundamental concepts and activities

1. What is Civics? ("Civics is the science and practice of good citizenship." "Civics is the study of the form and activities of government and of the relations of citizens to their government." Discuss these definitions, perhaps suggesting others that contain illuminating ideas)

2. What benefits should be derived from this study?

Make a list of the ways in which you think it ought to help you to be intelligent and capable citizens of your school and community.

3. Make a list of the titles, authors, and publishers of several books which the class will use for reference or other supplementary use, so that pupils may get acquainted with them promptly.

4. Let each pupil make a list of newspapers or magazines which he or his family regularly receives or is in the habit of reading, and establish the habit of keeping in touch with current events. Perhaps one pupil may put on the blackboard or give orally each day a news bulletin summarizing the most important information of the day.

5. Suggest illustrative material which will be helpful in the study of Civics; e. g., sample ballots, railroad folders, maps of the city, plans, pictures, etc.

6. Make a list of the trips and visits which the entire class or committees of the class may profitably take.

7. Make sure that every pupil is familiar with the parts of a book and how reference is commonly made to them; e. g., index, table of contents, chapters, pages, etc.

8. Make the pupils acquainted with several graphic means of showing statistics or other information. Use the population of the United States at different censuses or some other facts about which information is easily obtainable.

9. Be sure that the pupils understand what form of notebook or other supplementary work the pupils will be expected to do, and plan the term's work as definitely as possible.

B. Facts about American citizenship

1. Work out a good statement of what is meant by *citizen* and *citizenship* in this country or any others. (This is not easy)
2. Distinguish between, *citizen*, *subject*, *resident*, *alien*
3. Who are citizens of the United States? (Amendment XIV, Sec. 1)
4. What are the advantages of being a citizen?
5. Are there any disadvantages in being a citizen? Are you a citizen of the United States? (Be sure the pupils understand that they do not have to wait until they are twenty-one years old to become citizens. Who may rightly be called *future* citizens?)

C. Granting citizenship

1. By what ways may one become a citizen?
2. List and explain the stages in the process of naturalization
3. Make a chart or diagram showing an imaginary family coming to the United States from some other country, and indicate with dates the steps that each member of the family will have to follow in order to receive American citizenship. Let the family include some children.
4. Are there any people who cannot be naturalized in the United States? If so, who?

5. Americanizing foreigners
 - a. Are many foreigners coming to the United States now? Why?
 - b. What are our present laws about the admission of foreigners?
 - c. What is Americanization?
 - d. What is your community doing in this connection?
 - e. What changes may be necessary in order for foreigners to become Americanized? Is the process always easy?

D. Losing citizenship

1. Are there any causes for depriving a person of citizenship? (Desertion in time of war, treason, serving in the army or navy of another nation)
2. May Americans voluntarily give up their citizenship? (Expatriation) Is it wrong for them to do so?

E. How many kinds of citizenship do we possess? (national and state)

F. The government under which American citizens live

1. Define such terms as: *government*, *officers*, *rules*, *laws*
2. Why do we need government?
 - a. What services do governments render?
 - b. Is there anything we could do just as well if there were no government at all?
 - c. Give examples of the effects of having no laws or government in games, the home, the church, the school, the city
 - d. What did the makers of the United States Constitution say they were trying to do? (The Preamble)
3. The chief features of our government
 - a. What is a federal government? (Distinguish between *federation* and *confederation*. Was our government ever a confederation?)
 - b. The departments of government
 - (1) Explain the general function of the *legislative*, *executive*, and *judicial* departments and show how each is represented in national, state, and local government
 - (2) Are there other federal governments than ours? If so, what ones?

G. How should an American citizen feel toward his government?

1. What is the meaning of the phrases in the pledge of allegiance which we recite?
2. Are you familiar with the American's Creed? Do you understand everything that it says? Does your school have a creed?
3. Make a list of things that you as a good American citizen should do or say and of things that you should not do or say.

Suggestions for Special Projects and Reports

The work of Americanization classes in our own district or state

The process of naturalization (Have a dramatization. See Hatch, "Training in Citizenship")

As an immigrant to this country, how I should feel toward my native land and toward the United States?

What Americans can do to help foreigners become Americanized
Some famous naturalized American citizens and what they have done for our country

Some Names and Terms We Should Understand

civics	officers
citizen	laws
subject	pupil participation
resident	federation
alien	confederation
citizenship	preamble
naturalization	constitution
Americanization	pledge of allegiance
expatriation	American's Creed
government	student council

Topics We Should Be Able to Discuss

What is civics and what benefits should the study of it bring to us?

From what sources, textbooks or other material, may we obtain information about civics and citizenship?

Just what is meant by *citizen* and *citizenship*?

Who are citizens of the United States and of what benefit is such citizenship?

How may American citizenship be gained or lost?

Why do we need government?

Under what kind of government do American citizens live?

How should American citizens feel toward our government?

Special Reference Material

LYMAN AND HILL—"Literature and Living," Book Three, 354-377, 367-373, 427, 441-454, 556-566

(The series of volumes published under this title will be found particularly good for poems, brief stories, selections from addresses, and the like, pertaining to the topics considered in these Units.)

BEARD—"American Government and Politics," Chapter I

MAGRUDER—"American Government," Chapters XXX, XXXI

UNIT III—IDEALS FOR COMMUNITY LIFE

Purpose

"It is not all of life to live." Unless we can do something more than merely exist we are not much better than any animal. The best place in which to live is the one that best promotes all worthwhile interests of our lives. In a home not only our physical needs but all our other interests are first cared for; conditions that make or mar home life are certainly worthy of consideration in the study of good citizenship. The appearance of a community is also important. A beautiful community is much more likely to be safe and healthful than one that pays no attention to its looks. Besides, people want to feel that they are improving themselves; that one generation is living more happily and truly than the one before it. They want time for recreation and change and improvement of mind. Above all, a community must establish such standards of thinking and conduct and such ideals for upright living that it may become a place where it is easy to do right and difficult to do wrong.

A. The interests of an all-around citizen

1. Make a list of the activities and interests of some one whom you consider to be an all-around citizen
2. A committee of the National Education Association some years ago drew up this list of the great objectives of education: health; command of fundamental processes; worthy home membership; vocational preparation; good citizenship; wise use of leisure time; ethical character. Would you add international mindedness?

Discuss the meaning of each of these terms and consider whether one who excels in attaining them will become an outstanding citizen.

Has the person whom you have had in mind in making your list of activities been successful in attaining these objectives?

3. Make a list of conditions necessary to exist in a community in order to encourage the development of these qualities

Section One—The Home

(Much of this Unit can be worked up through class discussion or supplementary reading.)

B. The place of the home in the life of our people

1. What is the difference between a *home* and a *house*?
2. What is a *family* and who may be considered as belonging to it?
3. What services do the home and family render to the children?
4. In what ways has family life changed during the course of our history? (In this connection the following features may be discussed: Independence or dependence upon others, comforts and conveniences, work, recreation, training children for adult life, authority of the parents, responsibility of individual members. The pupils' study of American History should help them to show contrast between colonial home life and that of today.)

C. Influences that affect home life

1. What conditions in the home promote the right kind of family life?
2. What conditions in the home tend to weaken or destroy the best family life?
 - a. Why do some families seem to be unhappy at home?
 - b. What are the causes of the increasing number of divorces?
 - c. How can such difficulties and problems be remedied?
3. Mention 3 or 4 practices or habits that mark good manners.
4. What are some outside influences that affect life in the home?
 - a. Helpful influences
 - b. Harmful influences

- c. What things once carried on almost entirely in the home are now largely looked after by organizations outside the home?

5. What responsibilities should children have in or about the home?

6. What conditions or features make one's residence attractive or unattractive?

7. Does wealth necessarily make a home happy?

- D. In what ways do I show that I realize my own responsibilities in making the home what it ought to be?

Suggestions for Special Projects and Reports

A plan or description of the house I should like to build
New England family life as described by Whittier in *Snow-bound*

Quotations from poets relating to home or home life

Good ways to spend leisure time at home

The home of some famous person

Should preparing for home-making be a part of one's education?

Home life in our community in 1790 (or 1830, or 1850, or 1880)

Section Two—Community Planning

E. Planning a community

1. What important purposes or objectives should be kept in mind in community planning? Have these been observed in our older communities? Why or why not?
2. Does our town seem to have had these objectives in mind in its own growth? Why or why not? (As the discussion of this topic goes on, let each pupil show on his community map every item of importance that is suggested by the topics that are considered.)
3. Mention some notable examples of well-planned communities.
 - a. Describe the plan of the city of Washington
 - b. Draw the plan of some other community with which you are familiar
 - c. Is it easier to plan a small community or a large one?
4. What difficulties may have to be taken into account in planning a community?
 - a. Specific examples
 - b. Special problems of our community
 - c. Might there be justifiable reasons for founding a city where it would be difficult to plan it carefully? If so, what?
5. What considerations will promote convenience in connection with community planning?
 - a. Where should steam railroads be located?
 - b. Where should street railways be located?
 - c. What principles should apply to automobile traffic?
6. How can community planning promote health? Do conditions in our community show attention to this matter or neglect of it?

F. The construction of streets

1. What kinds of streets may need to be provided in cities or towns?

2. What kinds of pavement are most suitable for the various types of streets?
3. What other features should be kept in mind in each case?
4. Draw a sketch of a street such as you would like to live on.

G. Means of beautifying a community

1. Zoning laws
 - a. What are they and for what purposes are they enacted?
 - b. What are the chief features of our local zoning laws, if there are any.
 - c. Can business buildings be attractive as well as useful? Give examples.
2. Things that need to be kept out of or restricted in an attractive community.

Undesirable things	Why objectionable	What can be done about them

3. Features of a community that can be made attractive

Features	How or why attractive	Possible difficulties to be overcome

- H. Draw a plan of an imaginary community, showing a situation which seems to you ideal. Show on it the chief streets, railway lines, schools, parks, zone districts, and the like.
- I. How may young citizens promote community attractiveness?
 1. How may they help to keep the appearance of the following attractive: streets, homes, lawns, parks, public buildings?
 2. In what ways may they render some active service in this connection?
- J. To what extent does our community measure up to the standards of an ideal community as a place to live in?

Suggestions for Special Projects and Reports

Why our town or city is situated where and as it is
 Kinds of paving for streets and highways and the purpose for which each is most suitable
 Beautifying vacant lots
 Programs for Arbor Day
 What trees do for a community
 The kinds of trees most suitable for our vicinity
 The zoning system of (our own town or city, or some others)
 Town halls or auditoriums—Do we need one?
 How and for what may we advertise our community
 What a community should do for tourists
 Some improvements that would make our community more attractive
 A plan for handling clean-up week
 The smoke problem in Pittsburgh (or some other community)
 The noise of an industrial community. Is it a proof of activity or a nuisance to be suppressed?

The bridges of our city (or our vicinity)
 A well-planned community that I know
 Billboards and what to do with them
 How a concrete pavement is constructed
 An ideal system for naming and numbering streets

Section Three—Providing Recreation and Amusement

K. Recreation and its importance

1. One of the 7 great objectives of education is said to be “the wise use of leisure time.” What is *leisure*? Does everybody have it? Why or why not?
2. What is *recreation*? Distinguish it from such words as: fun, amusement, play, etc.
3. In what ways is recreation beneficial?
 - a. How does it help people?
 - b. What kinds of people particularly need it?
 - c. Do all people need the same kind of recreation?
 - d. May recreation be overdone?
 - e. Set up a standard by which you may judge whether a particular kind of recreation or amusement is good or bad.
4. Make a list of the favorite indoor and outdoor recreations of the class and tabulate them.
5. Is recreation more or less important today than fifty years ago? Why?
6. What are desirable ways to spend a vacation? Why has it become so common for people to take vacations?

L. What does the government do to supply recreation?

1. Local government
2. State government
 - a. Locate State parks; of what value are they to the public?
3. National government
 (In each case indicate under what official's supervision this work is carried on and what people are benefited by it)
4. How much is the school responsible for recreation?
5. Describe an ideal public playground. Do our local playgrounds reach this standard?
6. Where should public parks be situated and what should they provide? Do our local parks meet this standard?

M. Recreation provided by private enterprise

1. Make a list of forms of recreation and amusement carried on for profit and note the good and bad effects of each.
2. Make a similar list of means of recreation and amusement that cost little or nothing to those who take advantage of them.
3. Make a list of forms of recreation and amusement in which a person may engage by himself. Should this kind of recreation be encouraged? Do we depend too much on other people to amuse us?

N. Our own attitude toward recreation and amusement

1. What is going to be my purpose in regard to recreation?
2. What mistakes am I going to avoid in connection with recreation?
3. Does our community furnish opportunity for sufficient recreation of the right kind? Can we bring about any improvement in this respect?
4. To what extent should recreation for girls be the same as or different from that for boys?
5. What are some desirable hobbies which some of us might well cultivate?
6. What is good sportsmanship? How can it be encouraged? How may good sportsmanship contribute to good citizenship?
7. What are our schools doing to promote the right kind of development in this field?
8. List your own recreational activities. Are you using your leisure time wisely and well?

Suggestions for Special Projects and Reports

The typical sports of different nations
 Some contrasts between sports and recreation in the United States and in other countries
 How much attention should be given to physical education in the school program?
 Professional athletics: Are they a benefit or a harm?
 Famous pleasure resorts
 An ideal vacation for me
 Can one have too much leisure?
 The benefits and dangers of the moving picture
 Recreation for older people
 Should a city furnish free band concerts and movies?
 Resolved: That our community should permanently adopt a daylight saving program.
 What our community is doing to provide recreation
 What Pennsylvania is doing for its people's recreation
 Our National Parks
 Sports and recreation in our colleges—are they overdone?

- O. How does community life promote the social interests of the people?
1. Is it natural and desirable that people should meet in social groups?
 2. Does the government assist in this direction? If so, how?
 3. How social interests are cared for by private activity
 - a. The services of lodges, clubs, and the like
 - b. The social work of churches and semi-religious organizations
 - c. Social activities promoted by the school

Section Four—How the Community Helps to Improve Conduct and Character

- P. Influences that affect our thought and conduct
1. Do we inherit tastes and habits? Give evidence to support your opinion
 2. How much are we influenced by our environment? By whom or what, and in what ways?
 3. What is the meaning of such words as *crowd*, *mob*, *fashion*, and how are we affected by them?
 4. To what extent should we follow and to what extent should we be independent of the habits or standards of our associates or neighbors?

Q. Public opinion

1. What do we mean by the term?
2. What influences affect or determine it?
3. How can we help to create public opinion that will be favorable to some good enterprise?
4. "Vox populi, vox Dei"—is it true?
5. What is the work of leaders in creating public opinion?
 - a. What qualities are necessary for a leader?
 - b. By what means do leaders exert their influence?
 - c. Can everybody be a leader? Can you?
6. How do you distinguish between publicity, propaganda, and education?
7. How should we guard against the formation of prejudices? What is meant by open-mindedness?

Activities—

Develop a folder giving examples of propaganda and publicity designed to make people think and act in certain definite ways. Evaluate this material:

1. From the viewpoint of the truthfulness of the information given.
2. From the point of view of the validity of the conclusions drawn or inferred.

What motives prompted those responsible for the dissemination of this material?

Suggested Sources—Radio, Movies, Newspapers, Magazines, Books, Pamphlets, Advertisements, Clubs, and Organizations.

R. Setting up moral standards

1. What do we mean by moral standards and how are they established?
2. Do moral standards change?
3. Why are high ideals necessary for an individual or community?

S. The place of religion in our lives

1. What is the relation and the difference between religion and morals?
2. Is it natural for people to be religious?
3. How do churches benefit a community?
4. The relations between churches and government
 - a. Understand the meanings of these terms: *established church*, *toleration*, *religious freedom*
 - b. What is the policy of the United States with reference to this matter? What does our Constitution say that applies to it?
 - c. Laws relating to religious observances
 - (1) Bible reading in the schools
 - (2) The observance of Sunday

T. Responsibility for the higher life of the people (What is our *higher life*?)

1. Can a person be a good citizen and ignore this phase of our interests?
2. To what extent is the government responsible for this matter?
3. How far is it an individual matter?

4. Set up a standard which you could well adopt for yourself

Suggestions for Special Projects and Reports

How crowds and mobs act
 How fashions are created
 What part may the biographies of great men and women play in character building?
 The work of the boy scouts; the work of the girl scouts
 The churches of our community
 The history and teachings of my own church
 The achievements of famous missionaries
 What religion has meant in the life of the American people
 "The Blue Laws" (How did the term originate and what does it mean?)
 A successful city church
 A successful country church
 The history of the Sunday school
 The work of the Y. M. C. A., Y. W. C. A., Y. M. H. A., or K. of C.

Some Names and Terms We Should Understand

home	sportsmanship
house	inheritance
residence	open mindedness
family	motive
divorce	environment
home-making	crowd
home-owning	mob
community planning	fashion
prejudice	public opinion
publicity	leadership
checkerboard plan	morals
spider web plan	religion
zoning	spiritual life
tourist camp	religious denomination
recreation	propaganda
amusement	established church
leisure	toleration
avocation	religious freedom
hobby	

Topics We Should Be Able to Discuss

What interests does one need to develop to be an all-round citizen?

Does our community make it possible for its citizens to develop these interests?

Is the government responsible for providing for this side of our life interests, or is it entirely a matter for private activity?

How important in the life of our people are the services rendered by the home? What influences, good or bad, affect home life?

What conditions in the home make it a desirable or undesirable place in which to live?

How may individual citizens accept responsibilities for a worthy home life?

What do we mean by community planning?

Why has it sometimes been ignored and with what difficulties may planners have to contend?

What desirable features should community planners keep in mind?

What elements make for community attractiveness and what conditions need to be guarded against?

How may we help to make our own community ideal from the standpoint of attractiveness?

Of what importance is recreation and what do governments and private citizens undertake by way of providing it?

By what means are one's social interests encouraged in a progressive community?

What place does religion have in human life and how do religious organizations serve their community?

Upon whom or what does the responsibility rest for the higher life of our people?

Special Reference Material

LYMAN & HILL—"Literature and Living," Book One, Parts I, III (1-119, 237-340, 561-667)
 BOOK OF KNOWLEDGE—See specific titles in General Index
 COMPTON'S—Pictured Encyclopedia: "Little Talks on Great Things," in Vols. III, IV, V; references in Index to "Athletics;" "Sports and Games;" "Religions of the World"
 WEDON'S Modern Encyclopedia; See references in lists at front of each Volume to such subjects as "Sports and Pastimes"
 WORLD BOOK: See references in Guide Volume under "Family and Home," Recreation," 8170-8172; "Recreation" 8553, 8554; "Church and Religion," 8554, 8555.
 HALBERT—"The Better Homes Manual"—University of Chicago Press
 KROUT—"Annals of American Sport"
 LEWIS—"The Planning of the Modern City"
 NOLAN—"New Towns for Old"
 ALCOTT—"Little Men"
 ALCOTT—"Little Women"
 CLEMENS (MARK TWAIN)—"The Adventures of Tom Sawyer"
 DICKENS—"The Cricket on the Hearth"
 DUNCAN—"Dr. Luke of the Labrador"
 EARLE—"Home Life in Colonial Days"
 EASTMAN—"Indian Scout Talks"
 EGGLESTON—"The Circuit Rider"
 GORDON (RALPH CONNOR)—"The Sky Pilot"
 GRAY—"Rusty Miller"
 HAWTHORNE—"The Great Stone Face"
 LEE, YAN PHOU—"When I Was a Boy in China"
 NORRIS—"Mother"
 QUICK—"The Fairview Idea"
 RICE—"Mrs. Wiggs of the Cabbage Patch"
 RIIS—"How the Other Half Lives"
 ROOSEVELT—"Letters to His Children"
 SPYRI—"Heidi"
 TARKINGTON—"Seventeen"
 WALD—"The House on Henry Street"
 WALLACE—"Ben Hur"
 WIGGIN—"Mother Carey's Chickens"
 WIGGIN—"Rebecca of Sunnybrook Farm"
 WIGGIN—"The Birds' Christmas Carol"
 WIGGIN—"Timothy's Quest"

UNIT IV—PROTECTING LIFE AND PROPERTY

Purpose

There are many ways in which the community, through its various organizations and officers, helps to bring about conditions that promote our comfort, happiness, and progress. All of our various governments—national, state, and local—contribute something toward the establishment of right conditions in community living.

- A. The conditions necessary to make us comfortable and happy
 1. health
 2. pure food
 3. pure air
 4. light
 5. pure water
 6. safety of life and property
 7. means of education
 8. conveniences for travel

9. high standard of morals
10. means for recreation

(Some of the topics covered by this Unit may be sufficiently familiar to the class to make it unnecessary to spend much time on them here.)

Section One—Promoting Health

B. Health as a factor in our lives

1. Why is health important? Why do you suppose health was put in the list of great objectives of education—and first at that?
2. How is ill health expensive?
 - a. To the individual
 - b. To the community
3. What attitudes do people take toward sickness and suffering? What is the wise policy?
4. How much has been accomplished in the lengthening of human life, and by what means?
5. Some names and terms to be understood:

vital statistics	vaccination
death rates	anti-toxin
contagious	epidemic
infectious	Pasteur
bacillus	Koch
immunize	Jenner

C. Providing conditions that promote health

1. Pure air
 - a. Why is it important?
 - b. What are the causes of impure air?
 - c. By what means may pure air be provided in home, school, church, public buildings, elsewhere?
2. Light
 - a. Why is good lighting important?
 - b. In what kinds of places is it often difficult to make proper provision for it?
 - c. What can be done in each case to make conditions as good as possible?
3. Pure water
 - a. In how many different ways do we use water? For how many of these uses does the water need to be pure?
 - b. What are the sources from which communities secure their water supply?
 - (1) Philadelphia, Pittsburgh, Harrisburg
 - (2) Other large cities
 - (3) Communities and individuals in this neighborhood
 - c. By what processes is water purified? Is your own local supply pure? How do you know? Who tests the water?
 - d. What cautions does one need to observe in regard to water when he is away from home?
4. Pure food
 - a. Where does our food come from? Was this food prepared and handled in a sanitary way? (Let each pupil select some common article on our bills of fare, put down the place where he or his family got it, then try to trace back to the original producer the various steps in the process

of transporting the article or making it ready for use.)

- b. What are the chief provisions of the Federal Food and Drug Act? How is this law enforced?
- c. What are some foods that need special care and how may this care be provided, each as milk, meat, butter?
- d. What are the important Pennsylvania laws relative to the sale of food products? What agencies does the State have for enforcing these laws?

The following statement has been prepared by the Pennsylvania Department of Agriculture which is responsible for the enforcement of laws safeguarding food products:

The activities of the Bureau of Foods and Chemistry, Pennsylvania Department of Agriculture, consists of the enforcement of many separate laws, including the General Food Act and special acts regulating the sale of all foods and ingredients entering into the composition of foods and several laws providing for the supervision of the sale of agricultural products, which include commercial fertilizers, feeding stuffs, lime products, paints and oils and insecticides and fungicides. The food laws in particular are broad in their scope and application and afford protection to every citizen of the State against the sale of unwholesome, adulterated and misbranded foods. They are more complete and effective than the National Law and those of many states because they specifically prohibit the use in foods of preservatives and ingredients deleterious to health.

Every food-dispensing place in the State, milk distributing and bottling plant, large or small, comes under the Bureau's supervision and the energetic activities of the agents in the field, to whom is assigned the special duty of preventing, as far as possible, the sale of unlawful foods. By means of the proper enforcement of these several acts, it is possible to give full assurance to consumers that the foods purchased will be of the highest purity and that they will meet all legal requirements.

Child Health Protection

The State has taken an active part in the protection of child health as well as the health of adults by means of a rigid enforcement of food laws.

These laws cover all foods and special attention has been given to those products which are consumed, to a large extent, by children. These include milk, chocolate milk and chocolate drinks, soft drinks, and confectionery, in addition to the usual food products.

The laws of Pennsylvania prohibit specifically the use of preservatives of all kinds in these products, and through the work of the State, the children are afforded special protection by the close watch which is given over the character of these products.

Pure food officials have attempted to keep such foods as free from harmful, artificial colors as is possible. The laws prevent, in the case of confectionery, the sale of so-called wine drops or candies containing alcoholic liquors or any habit-forming drugs and have recently ruled that chewing gum shall be free from medication.

A large proportion of the inspection work of the Bureau of Foods and Chemistry has to do with milk and milk products and a close supervision is continually being made not only to prevent the sale of deficient milk and cream and chocolate milk, which is sold largely to school children, but to make sure that they are free from preservatives.

Children are large consumers of ice cream. Under the Pennsylvania Ice Cream Law, which is rigidly enforced, they are assured ice cream which is free from preservatives, from harmful colors, and not lacking in butterfat content. The law requires 10 percent of butterfat in plain ice cream and 8 percent in fruit ice cream. Substitute ice creams, sherbets and ices cannot be sold in

Pennsylvania, because they do not contain the nutritive value fixed by the law for real ice cream. Therefore, children are especially protected from purchasing ice cream deficient in butterfat and milk solid nutrients.

Special attention is also given to the quality of fruit jelly in jelly cakes and jelly bakery products in order to prevent the use of imitation or artificial jellies in these products.

Procedure

The general method of enforcement work is carried on by means of field representatives who make an inspection of methods of procedure where foods and agricultural products are sold. They also select samples of commodities for analysis by the chemists, the food samples being delivered directly to the Consulting Food Chemists in the respective districts and the agricultural products being sent direct to the Harrisburg Laboratory for examination and final report. The general supervision of foods and agricultural products and the selection of samples of these materials, as well as the investigation of complaints, are handled by so-called Agents in 14 food inspection districts, there being a General Agent and 4 Special Agents assigned to the Philadelphia and Pittsburgh districts. A special agent is assigned to each remaining district.

In the enforcement of the laws regulating the sale of carbonated beverages and still drinks and supervision of the operation of bottling plants, the State is divided into four inspection districts with a Special Agent in each. The enforcement of the Milk Testing Law in the field is assigned to 3 Dairy Experts in three respective districts, whose duties consist of the supervision of the activities of milk plants and receiving stations and licensed testers, weighers and samplers employed therein.

References

1. "Food Standards and Definitions," General Bulletin 485, Pennsylvania Department of Agriculture, Harrisburg.
2. "Pennsylvania Food Laws," General Bulletin 506, Pennsylvania Department of Agriculture, Harrisburg.
3. "Milk Testing Requirements," General Bulletin 487, Pennsylvania Department of Agriculture, Harrisburg.
4. Supplement to General Bulletin 485, "Food Standards and Definitions," Pennsylvania Department of Agriculture, Harrisburg."
 - e. Why is the work of the farmer important in providing food?
 - f. What are some useful suggestions in regard to one's own use of food or habits of eating?
5. Cleanliness
 - a. Why is cleanliness important?
 - b. What kinds of places is it sometimes difficult to keep clean?
 - c. What shall be done with waste and refuse?
 - (1) Explain the different kinds of waste material, as: *garbage, rubbish, ashes, sewage*
 - (2) How does our community and your home handle these various items?
 - (3) What ways are employed in other communities?
 - d. How are slums dangerous to health?
 - e. What is my own responsibility for keeping the community, home, and school neat and clean?

D. Controlling disease

1. What are the most common diseases?

2. By what means may sick people be cared for? (Give local examples)
3. How diseases may be prevented
 - a. Establishing conditions that promote health (Topic C)
 - b. Proper personal habits: sleep, exercise, etc.
 - c. Immunization: against what, why, how?
 - d. Quarantines and rules applying to quarantines
 - (1) Secure quarantine regulations from your school medical officer.
4. What diseases have largely been conquered and how?
5. What diseases are still uncontrolled and why?
6. What advantages or disadvantages in regard to the control of disease do you notice in country districts in comparison with cities?

E. Caring for the handicapped

1. Mention several classes of people who are deprived of some normal faculty or power or who suffer from some special affliction (blind, deaf, dumb, epileptic, insane, feeble-minded)
2. What special training, opportunity, or care is needed by each group?
3. What institutions in this vicinity or state are maintained for the benefit of each group?

F. Activities of the government in protecting health

1. How does our community seek to promote health?
 - a. What are some local ordinances relating to health? (e. g., tenements, zoning, school medical inspection, quarantine, etc.)
 - b. Mention the names of local officials and institutions that have responsibilities in this connection
 - c. What health activities are carried on through the schools of your community?
2. How does the state try to promote health?
 - a. What are some state health laws?
 - b. Name some state officials who have duties in this connection
 - c. What institutions does the State maintain for any classes of sick or handicapped people? (For information of this character consult the Pennsylvania Manual)
3. In what ways does the national government cooperate with states and local communities in promoting health, or in carrying out health regulations on its own account?

G. How our governments have dealt with the liquor business

1. What evils are connected with the use of liquor
 - a. Physically
 - b. Morally
2. What policies have been tried in this country to restrict or remove these evils?
3. Exactly what are the provisions of the 18th Amendment and the present laws for its enforcement—national and state?

- H. What private citizens may do to promote health
1. Make a list of private organizations that are concerned with this matter and indicate their field of work
 2. In what ways can young citizens help in promoting health?
 3. Make a summarizing list of personal habits or practices which we should maintain for the benefit of our own or other people's health.
 4. Propose some health slogans or draw some health cartoons

Suggestions for Special Projects and Reports

What it costs to be sick
 Lengthening human life
 The story of Louis Pasteur
 Some famous physicians of today
 How some diseases have been conquered
 Temperature and health
 Our local water supply
 A farmer's water supply
 Making milk safe for use
 The grocery store where I should like to trade
 Our community's sewerage system
 What we do with garbage and rubbish
 Vaccines and anti-toxins
 My experience in a hospital
 Fighting the fly and mosquito
 The work of a large city's department of health
 The work of Pennsylvania Department of Health: see "Pennsylvania's Health," Department of Health, Harrisburg, Pennsylvania.
 The work of our institutions for the blind
 The work of our institutions for the deaf
 Institutions for the care of the insane or the feeble-minded
 The Red Cross society
 Our community's record for health
 Some famous names in the fight with disease
 Wiping out the white plague
 What sanitation did for the canal zone
 The fight against yellow fever
 Ways to keep well
 The history of Pennsylvania's treatment of the liquor traffic
 The history of prohibition in the United States
 How some other countries have handled the liquor problem
 The best kind of physical education for boys
 The best kind of physical education for girls

Section Two—Promoting Safety

- I. Other dangers we need to guard against
1. Point out other respects than the matter of health in which good citizens need to be on their guard
 2. Compare the dangers which the early colonists and pioneers had to face with those which trouble us today
 3. Why is a sense of safety important—to a community, family, child at school, person in business, traveler, any others?
- J. Keeping fire as a servant
1. In what ways does fire render service to people?
 2. What are some facts in regard to damage done by fire
 - a. Some general statistics
 - b. The record of our community
 - c. What fire losses may mean to an individual or a family

3. What are some common causes of fire?
 - a. Unnecessary
 - b. Unpreventable
4. Ways of putting out fires
 - a. Old-time methods
 - b. Present-day methods: city, village, rural, forest
 - c. Our local system of fire-fighting and prevention
5. How fire losses may be prevented

	Where	Things to do	Things not to do
(1)	Home		
(2)	School or public building		
(3)	Store or factory		
(4)	Farm		
(5)	Forest		

6. How may the damage done by fire be paid?
 - a. What is the value of fire insurance?
 - b. Who pays the cost of it?
 - c. Are the fire insurance rates in your community high or low? Why?

- K. How the community protects us against accidents
1. What kinds of accidents may communities help to prevent?

	Where they occur	Kinds of Accidents	Causes	Preventatives
(1)	Buildings			
(2)	Schools and Playgrounds			
(3)	Streets and Highways			
(4)	Trains, ships, and airplanes			
	(a) Passengers			
	(b) Employees			
(5)	Factories and mines			

2. Be able to define such terms as these:

first aid	personal liability
safety first	collection insurance
semaphore	right of way (Draw a street intersection, indicating who or what has the right of way.)
grade crossing	
life preserver	
fire damp	
social insurance	"Acts of God"

3. How does the government help to guard against natural misfortunes such as bad weather, insect depredations, etc?

- L. What public officials are particularly responsible for promoting safety.

Government	Officers and agencies	What they do
Local		
State		
National		

- M. What can citizens do for their own safety?

1. Some "Safety Don'ts"—(Secure Bulletin 65, Department of Public Instruction, from your Superintendent.)
2. Some "Safety Slogans"
3. How citizens may cooperate with officials in promoting safety
4. Some emergencies in which we should know what to do
 - a. If a fire started in my home; in my school

- b. If a person were in danger of drowning
- c. If a person were suddenly taken ill
- d. If something about an automobile went wrong
- 5. Ways in which our schools encourage safety—
Safety Council—School Safety Patrol
- 6. Some private organizations which encourage
safety (National Safety Council, National
Board of Fire Underwriters, National Child
Welfare Association, Scout Organizations,
etc.)

Suggestions for Special Projects and Reports

The work of a department of public safety
The bureau of fire in our city
Fire drills and their value, if any
The awful cost of carelessness
What are the fire hazards in our school and community?
Safety in mines
Who is a safe driver?
Resolution by a motorist
Fire insurance—kinds and value
Dangers in aviation
Safety on the vacation trip
Safety campaigns
Safety in the home
The bureau of police in our city

Section Three—Protection from Crime

N. Wrong-doers and their treatment

- 1. Kinds of wrong-doing
 - a. What is the difference between *sin*, *vice*,
crime, and *torts*?
 - b. What is the difference between *misde-*
meanors and *felonies*?
- 2. Why people do wrong
 - a. Individual reasons
 - b. Social reasons
- 3. How should wrong-doers be treated?
 - a. What motives are back of the imposing of
punishment?
 - b. What kinds of institutions are maintained
by our county, state, or national govern-
ment to care for convicted criminals?
 - c. What policies should be pursued in regard
to young criminals?
Should they be the same as for older crim-
inals?
What local officials and institutions do we
have to care for them?
 - d. Is it ever desirable to treat criminals
leniently?
 - (1) For what purpose might such a policy
be justified?
 - (2) When is it justifiable to pardon crim-
inals? By whom are pardons granted
in Pennsylvania?
 - (3) What should be done for prisoners
who have finished their terms?
 - e. Understand these terms in connection with
the treatment of criminals: *indeterminate*
sentence, *parole*, *probation*, *convict labor*,
capital punishment, *juvenile court*, *sus-*
pended sentence

- O. How does the government aid in protecting its
citizens?

S-3246—2

- 1. Give examples of laws which seek to prevent
fraud and dishonesty
- 2. Show how the courts may be used by citizens
who think they have been wronged by others
- 3. Show how a government maintains officers to
prosecute persons accused of crime
(The process of trial in court is discussed in
Unit VIII)
- 4. What public officers are especially responsible
for dealing with wrong-doers?
 - a. Grades and titles

Grade	Title	When and how chosen	Particular duties
National State County City			

- b. What qualities should they have?
- c. What features of their work are pleasant
or unpleasant?
- d. How should we feel toward them and how
may we aid them in protecting us?

- P. What is the duty of a good citizen in regard to
crime and criminals

Suggestions for Special Projects and Reports

Resolved: That the honor system should be introduced in all
institutions for criminals
The work of our local juvenile court
A visit to the county jail (or the workhouse)
Reform schools in Pennsylvania
Our state penitentiaries
The work of the George Junior Republic
Do our newspapers and movies encourage people to commit
crime?

Some Names and Terms We Should Understand

health	right of way
sanitation	social insurance
vital statistics	personal liability
death rates	sin
contagious	vice
infectious	crime
immunization	torts
vaccination	misdeemeanors
anti-toxin	felonies
epidemic	punishment
Pasteur	reformation
Koch	penitentiary
Jenner	jail
ventilation	workhouse
filtration	reformatory
garbage	parole
rubbish	probation
sewage	indeterminate sentence
quarantine	convict labor
liquor traffic	suspended sentence
prohibition	capital punishment
local option	juvenile court
state dispensary	civil suit
18th Amendment	criminal case
Volstead Act	sheriff
Snyder Act	constable
first aid	police
grade crossing	district attorney

Topics We Should Be Able to Discuss

What are the conditions which we of today think are necessary
to make us comfortable and happy?

In what varied ways do our communities promote and protect health?
 How is disease kept under control?
 How may the dangers from fire be most effectively safeguarded and the losses from fire prevented?
 What are some of the kinds of accidents that most often occur and how may they be prevented?
 What public officials are particularly responsible for promoting safety?
 What can citizens do for their own safety?
 What are some of the classes of wrong-doers and why do they violate the rights of their fellow men?
 How does the government, through its public officials, try to protect citizens from wrong-doers?

Special Reference Material

LYMAN AND HILL—"Literature and Living," Book I, 341-452
 RUGG—"An Introduction to Problems of American Culture," Ch. XIII
 "Safety Education" (magazine,) published by National Safety Council, New York
 "Book of Knowledge", references in general index
 "Compton's Pictured Encyclopedia," references under suitable headings in Fact Index
 "World Book Encyclopedia," Guide Volume 8547-8552, 8555-8558
 ADAMS—"Twenty Years at Hull House"
 ALLEN—"Civics and Health"
 BEARD—"Safety First for School and Home"
 BLACK—"You Can't Win"
 CALKINS—"Louder, Please!"
 CRISSEY—"The Story of Foods"
 CRUMP—"The Boys' Book of Firemen"
 CRUMP—"The Boys' Book of Policemen"
 DEKRUIF—"Microbe Hunters"
 DICKENS—"Oliver Twist"
 DUPUY—"Uncle Sam, Detective"
 FISHER AND FISK—"How to Live"
 GORDON—(Ralph Connor)—"The Doctor"
 HILL—"Fighting a Fire"
 JAMESON—"The Flame Fiend"
 JENKS—"The Fireman"
 KELLEY—"Walter Reed and Yellow Fever"
 KENDALL—"The Luck of the Mounted"
 KEUBLON—"Fires and Fire-Fighters"
 MAYO—"The Standard Bearers"
 MCADOO—"Guarding a Great City"
 MOROSO—"Cap Fallon, Fire-Fighter"
 O'HIGGINS—"The Smoke Eaters"
 OSBORNE—"Within Prison Walls"
 RICHARDS—"Florence Nightingale"
 SERVICE—"Rhymes of a Red Cross Man"
 WOOD—"Crime Prevention"
 WOODS—"Policemen and Public"

UNIT V—TRAINING FOR EFFECTIVE LIVING —EDUCATION

Purpose

Most Americans believe very strongly in education, yet if you ask the ordinary person to define it he usually thinks of little more than going to school. Going to school is very important, but education is much bigger than that. We must think of education as including all the experiences and interests that train one to work more effectively and to enjoy in the best sense a happy and helpful life. We still think of the subjects taught in schools as we always have done, but we look upon them as only one of the many means by which the schools train us. Other agencies and interests also help to educate us. How these various educational forces are organized and directed, and how our schools and other educational

institutions provide the experiences that help to prepare us for our life work, are some of the items we should take up in this Unit.

A. The importance of education. Quote State Constitution

1. What is *education*? Distinguish it from *information, knowledge, intelligence*.
2. Recall the seven great objectives of education
 - a. To what extent has your school life already helped you toward reaching these objectives? Do you see how it is going to contribute more?
 - b. Is it possible for one who has few school advantages to train for these objectives—e.g., Lincoln? Would he have been able to do this more successfully if he had enjoyed the privileges of school?
3. How is an educated person likely to have an advantage over an uneducated person?
 - a. In earning a living
 - b. In enjoying life
 - c. In associating with others
 - d. In practicing good citizenship
4. To what extent are our people educated?
 - a. How much illiteracy still exists?
 - (1) What is *illiteracy*?
 - (2) How do different countries of the world rank in this respect?
 - (3) How do our own country and the various states stand in regard to it? Is Pennsylvania's record good?
 - b. Can we measure education by other means than statistics about illiteracy?

B. How do schools serve us?

1. What is a *school*? Why do we have schools?
2. What may the school do for you that probably would not otherwise be done?
3. What are public schools and why do we have them?
4. On what basis can we justify the expenditure of public money for schools?
5. What are private schools and why do we have them?
 - a. Mention the most important kinds of private schools
 - b. What advantages or disadvantages are connected with private schools?
 - c. What are the relations of private schools to the government?

C. The management and organization of our public schools

1. What governmental agencies are responsible for our public schools and to what extent?
 - a. National
 - b. State
 - c. Local
2. What does Pennsylvania do for its public schools?
 - a. Explain the organization and work of the State Department of Public Instruction
 - b. To what extent does the state support public education?

- c. How does Pennsylvania compare with other states in educational standing?
- d. What are the laws of Pennsylvania in regard to school terms and attendance? How do they compare with those of other states? How are these laws enforced?
3. To what extent is education under the direction of county officers? Who is your County Superintendent of Schools? What activities are carried on through his office?
4. What constitutes a school district and what responsibility does it have for maintaining schools?
 - a. Explain the classes of school districts in Pennsylvania
 - b. What are the laws in regard to the election and membership of boards of education or school directors?
 - c. To what extent do the school districts bear the cost of education? Where do they get the money to support the schools?
 - d. What are the principal items for which money is spent? (Study the budget of our own school district.)
 - e. What does the School Code require and what does your district provide in regard to length of sessions and teachers salaries?
5. The public schools of our community
 - a. Our Board of School Directors—choice, term, members, duties
 - b. The general plan of organization of our local schools.—(Be sure the pupils know the name of the educational leaders of the school system: In a large system discuss the work of the following officials:
 - (1) Superintendent and associates
 - (2) Directors and heads of departments
 - (3) Schools and their principals
 - (4) Teachers
 - (5) Other employees
 - c. The support of the schools
 - (1) Local District.
 - (a) Assessed valuation of real estate in school district?
 - (b) Does this represent the true value of this real estate?
 - (c) Tax rate in mills for school purposes?
 - (d) How does this compare with tax rate for other purposes?
 - (e) Who collects the taxes?
 - (f) What is the total amount of taxes collected for school purposes? For other purposes?
 - (g) What is the per capita tax?
 - (h) How many people pay a per capita tax?
 - (i) Who is exonerated?
 - (j) What is the per pupil cost of elementary education in your district? Of high school education?
 - (2) State
 - (a) How much money is spent by the State for education each year?

- (b) How much of this is returned to the local districts?
- (c) How much does your district receive?
- (d) On what basis is the amount of State reimbursement determined?
- (e) What is the source of State Tax money?
- (f) How does the State spend its tax dollar?
- (3) Federal Government
 - (a) How much does the Federal Government spend on public education?
 - (b) How much of this comes to Pennsylvania?
 - (c) For what purposes?
 - (d) How much is allotted to your district?

Sources of Information—

Pennsylvania Manual

Bulletins issued by the Commission for the study of Educational Problems in Pennsylvania

Research Bulletins of the National Education Association dealing with finance

Bulletins of the United States Office of Education

6. What is the work of the United States Office of Education?
7. Make some comparisons between public schools in the United States, and in certain other countries, as England, France, Germany, Russia. Take note of differences in organization, objectives, and centralized control.
- D. What do our schools offer?
 1. Explain the organization of our schools by grades, and tell, in general, the number and purpose of each kind of school
 - a. Kindergarten
 - b. Elementary
 - c. Junior high school
 - d. Senior high school
 - e. Special schools
 2. What subjects are included in the required program of studies in the elementary schools and why is each included? Quote code. Can you justify the inclusion of these subjects?
 3. Explain the plan and purpose of the courses of study in the high schools
 - a. Distinguish the different courses offered and tell for whom each is chiefly intended
 - b. What subjects are required of all pupils and why?
 - c. What general groups of elective subjects are offered and who may particularly benefit by them? e. g., foreign languages, science, shop, home economics
 - d. How may we choose courses and subjects wisely?
 - (1) On what basis should we make our choices?

- (2) Who may give us good advice in making our choices?
- (3) How far ahead should one plan his school program?
- (4) Discuss some examples of wise and unwise selection of courses and subjects
4. What other activities in school may help in one's preparation for general usefulness?
 - a. School organization
 - b. Athletics
 - c. Clubs
 - d. Assemblies
 - Etc.
- E. The material conditions of our schools
 1. What were the features of the old-time school room and its equipment? Ask those who attended school in your district twenty-five years ago.
 2. Mention the chief features of an up-to-date school building and its equipment; compare with schools twenty-five years ago. Have conditions improved?
 3. What is the law in Pennsylvania in regard to the furnishing of school books and supplies? Is it a wise law?
- F. Some special problems connected with the schools of today
 1. How may we secure cooperation and good will between the schools and the public?
 - a. How may the work of the schools be made known to people in general?
 - b. What is the work of the Parent-Teachers Association?
 - c. How may school buildings be used for the benefit of the whole community?
 2. What is meant by retardation and why is it a problem?
 3. What special problems may city schools have to deal with?
 4. What special problems may country schools have to deal with?
 5. What is meant by *consolidated* schools and what are supposed to be their advantages? Do you know of any? Compare conditions now with those existing before consolidation.
 6. What is the purpose of *guidance* in our schools and how may it best be carried on?
 7. What opportunities do your schools offer for adult education?
 8. What changes and developments would be advantageous for the schools of your district?
- G. How can I make my own school work most effective?
 1. Cooperation—how, when, with whom?
 2. Obedience, why, when, to whom?
 3. Spending time profitably
 - a. During school hours
 - b. Preparing properly for school work
 - c. What do we mean by *budgeting* our time? (Work out a schedule for yourself for a week in which you will try to use your time to the best of advantage)
 4. Honesty and faithfulness in all school relationships
 5. Promoting high ideals for the school
 - Etc.
- H. Advanced institutions of learning
 1. Kinds

Types	Purpose	Examples
Junior college College University		

 2. How are such institutions controlled and supported?
 - a. Private institutions
 - b. State colleges and universities
 - c. State Teachers Colleges
 - d. City colleges and universities
 - e. What are the tuition fees at some typical institutions?
 3. Notable features of different institutions
 - a. What are the respective advantages of large and small colleges?
 - b. What courses and subjects of study are offered?
 4. Entrance requirements (See Bulletin 59, Department of Public Instruction, pp 111-116)
 - a. What standard subjects are accepted for admission to almost any advanced institution?
 - b. What special subjects may be required for admission to particular kinds of institutions?
 - c. What is the range of entrance requirements?
 - (1) How many credits are usually demanded?
 - (2) To what extent are examinations required?
 5. Who should and who should not go to college?
 6. What are the most common degrees granted and what does each mean?
- I. In what ways outside of regular educational institutions may one's education be improved?
 1. How do industrial establishments help to educate their employees?
 2. What service may be rendered by correspondence schools?
 3. How may extension courses, supported by universities, be of service?
 4. May the radio be an educational force? If so, to what extent?
 5. What out-of-school experience may add to our education? e. g., home, church, employment, social life, hobbies, etc.
 6. What services are rendered by libraries and similar institutions?

J. Sources of information and culture

1. In what ways may a community help its citizens to improve themselves intellectually?

2. How many of these facilities are available in our community?

- a. Public libraries

- b. Museums

- c. Lecture courses

- a. Newspapers and magazines

- (1) What is the difference between *news-papers* and *magazines*, and what is the purpose of each in general?

- (2) Mention different kinds or classes of newspapers and magazines

- (3) Mention some of the leading newspapers of Pennsylvania. Are any of them in "chains" with newspapers in other cities?

- (4) How do newspapers get their news?

- (5) What should be our attitude toward what we read in the papers?

- (6) If you were allowed to take regularly exactly 8 newspapers and magazines, which would you take and why? Tabulate the returns for the class and discuss.

- (7) Make a list of the different classes of items one finds in newspapers, as political, financial, foreign, sports, comics, fashions, society, stories, advertisements, etc. Get 4 or more daily papers of the same date and count the number of inches of space devoted to each kind of item. Do the figures you get give you any indication as to the character and quality of the newspapers you were able to study?

- b. Books

- (1) How supplied: work of author and publisher

- (2) Laws about *copyright*

- (3) What should be our attitude toward what we read in books?

- (4) Make a list of some prominent authors of today in different literary fields

Questions for debate: Resolved, that newspapers influence public opinion more than any other one force; Resolved, that a person who limits his reading to newspapers is not likely to be a person of culture.

Some Problems in Civics and Arithmetic

1. Compare the cost of public education in the United States in any given year with the amount of money spent for cosmetics in the same year.

2. In 1928 the cost of education in colleges, universities, and teachers colleges was \$539,795,015. Compare this with the amount spent in the same year for the United States Navy.

3. What percent of the national income can reasonably be spent for educational purposes? What proportion has actually been spent in recent years?

Suggestions for Special Projects and Reports

Schools of a century ago

Pupil self-government in schools

How our own school may best promote pupil responsibility for its welfare

The schools of (some foreign country)

Pennsylvania's leading colleges and universities

How to make our studying most effective

The history of the public schools of our state

How much does education mean as measured by money?

The laws of Pennsylvania in regard to length of school term and school attendance

The good and bad features of private schools

A plan for helping pupils to choose courses and subjects wisely

How clubs and other activities in school life may contribute to my education

An ideal school building

Ideal school grounds

The work of parent-teachers associations

Hobbies that may help to educate me

Some generous givers to educational causes

Can our schools be made more useful to our community?

Part-time school and employment projects

The work of the new Antioch College

Discussions for debate:

Resolved, that every pupil physically able should be required to take a four-year high school course or its equivalent

Resolved, that an eight-hour school day, with no required home work, should be generally established

Resolved, that the school year should consist of four quarters of three months each, with attendance required three quarters in each year

Resolved, that states or local communities should furnish college instruction, as freely as that of lower grade, to all who are qualified to receive it.

The formation and activities of the associated press (or some other prominent news agency)

Chain newspapers—Are they good or bad for the country?

The stages in the writing and publishing of a book

To what extent may the radio be a force for intellectual improvement?

The facilities for intellectual improvement that our community offers, outside of her schools

How churches do or may promote the intellectual uplift of their congregations

Some Names and Terms We Should Understand

education

information

knowledge

intelligence

school

public school

private school

junior high school

senior high school

character and purpose of different courses of study

required subjects

extra-curricular activities

compulsory attendance law

parent-teachers association

retardation

consolidated school

vocational guidance

illiteracy

Office of Education

Department of Public Instruction

school district

kindergarten

primary

elementary

junior college

college

university

college entrance requirements

correspondence school

extension course

newspapers

magazines

newspaper chains

copyright

Special Reference Material

LYMAN AND HILL—"Literature and Living," Book One, Part II 121-235

- MAGRUDER—"American Government" Chapter XXVIII
RUGG—"An Introduction to Problems of American Culture,"
Chs. XIV, XV
"Book of Knowledge," references in general index
"Compton's Pictured Encyclopedia," references under "Education,"
"World Book," Guide Volume 8541-8543, Education and
Child Training 8143-8158
ANTIN—"At School in the Promised Land"
DEWEY—"Schools of Tomorrow"
EARLE—"Child Life in Colonial Days"
EASTMEN—"Indian Boyhood"
EGGLESTON—"The Hoosier School Master," "The Hoosier
School Boy"
GILLETTE—"Constructive Sociology" Chapter XVIII
GORDON—(Ralph Connor)—"Glengarry School-Days"
HASKIN—"American Government" 343-354
JOHNSON—"Old Time Schools and School Books"
JOHNSON—"The Varmint"
KELLEY—"Little Citizens"
LAPP—"Practical Social Science," Ch. X
MARSHALL—"Readings in the Story of Human Progress,"
240-279
MARTIN—"Emmy Lou"
SMITH—"Jolly Good Times at School"
WIGGIN—"Rebecca of Sunnybrook Farm"

PART TWO

The Citizen and His Government

UNIT VI.—SOME PRINCIPLES OF GOVERNMENT AND POLITICS

Purpose

All the way through Part One of this course we took for granted you would know that these services that communities render could not be carried on without government. Government is, after all, just a means of coöperation. The officers of government are simply men and women like the rest of us who have somehow been given special responsibilities for looking out for the interests of all our citizens. We need to know about their duties and responsibilities, not only to help them in their efforts to serve us, but also for our own security and by way of preparation for a possible opportunity to render public service ourselves. No matter how well disposed good citizens are, they may not be able to get the good things done which they desire unless they are familiar with the machinery by which those things must be accomplished.

Wherever the people have had a chance to have a direct voice in government, there have been political parties, but their influence has not always been of the very best. One of our problems is to find out how to use them for good rather than ill until some better way is devised for making the will of the people effective. Political parties are organized to win elections, for it is at elections that the voters express their opinion about candidates for office and in some states about laws. An intelligent citizen must, therefore, know the main facts about the laws of his own state concerning elections, qualification of voters, and the various ways persons are chosen to fill different kinds of offices.

Section One—Some Important Principles

- A. Why do we have governments? (Review Part One, Unit I, F)
1. Why and how do you suppose government began?
 2. As man advanced in civilization what changes in government would you expect to take place?
 3. What services do governments render us to-day?
- B. Upon what should a government rest?
1. What does the Declaration of Independence say? What is meant by "consent of the governed"?
 2. What principle is suggested by the Preamble to our National Constitution? (Every pupil should learn this now, if he has not done so before)
 3. What progress has government by the people made in late years? Give examples.

4. In a government by the people how do the people make their wishes known?

C. Kinds of government that the world has known

1. Forms of government

Forms	Expl.	Examples	Adv.	Dis- advantages

2. What makes a government a good government?
3. Are all forms of government equally good for all people?
4. Do you believe the following statement from William Penn? Why or why not? "Governments, like clocks, go from the motion men give them and, as governments are made and moved by men, so by men they are also ruined. Therefore, governments rather depend upon men than men upon governments." What conclusions do you draw from this statement?

- D. Significant political terms: *government, state* (two meanings) *sovereignty, representation, majority, plurality, separation of powers, checks and balances, laws*. (Some of these should have been learned during the pupils' study of History, but the teacher should make sure that they are understood now. Real comprehension of abstract ideas is not always easy.)

E. Law-making and its importance

1. Why must we have laws?
2. Is it true that "you cannot make men good by law?" If so, what is the use of laws?
3. Can we have too many laws? If so, what kinds should be few in number?
4. Who make our laws: nation, state, county, city, borough, township, New England town (review)
5. Can the people make laws directly?
 - a. Explain the *initiative* and *referendum*. What good features do they have. What questionable features?
 - b. What kinds of laws can best be enacted by such means?
 - c. Do we have them in Pennsylvania? If so, to what extent?

F. Law-enforcement and its importance

1. Is there use in passing laws if no one tries to enforce them? What bad effects result from failure to enforce laws?
2. What officials are responsible for law-enforcement? (Nation, state, county, city, borough, township)

3. What qualities best fit people to be law-enforcing officers? (Mental, moral, physical—give examples)
4. How much are individual citizens responsible for law enforcement?
 - a. What is our duty in observing laws? Give examples of the effects of disobedience
 - b. How far does our duty go to cooperate with public officials?
 - c. If we believe a law is not good, should we do anything about it? If so, what?

G. Law-interpretation and its importance

1. Why do laws sometimes have to be explained? (Give some important examples from our history.)
2. Can our courts set aside laws? If so, when?
3. What other responsibilities do courts have?
4. What kind of persons should be judges?
5. Do individual citizens have a part in the work of the courts? If so, how? (jurors, witnesses, etc.)

H. Constitutions and their importance

1. What is a *constitution*?
2. Why do we believe in constitutions? Of what value are they?
3. Do other countries have them?
4. What is the difference between *law* and *constitution*?
5. Of what parts is a constitution composed?
6. Do your state and city have constitutions or something corresponding to them? If so, where can they be found?
7. Do clubs and societies which you know about have constitutions? If so, why do they have them and what do the constitutions include?
8. Can constitutions be changed? Should they?
9. Can there be an unwritten constitution? If so, what might it be and why might it exist? Does the United States have anything that resembles an unwritten constitution?

Section Two—The Place of Political Parties

If you wanted to be elected to office, or wished to elect someone else, how would you go about it?

I. The operations of political parties

1. What is a *political party*? Why do we have them?
2. How did parties begin in the United States?
3. What parties later on took the place of the first one?
4. What are the chief political parties today? What does each represent or stand for?
5. How are parties organized and managed? (Do they need to be permanently organized?)
 - a. National
 - b. State
 - c. Local

J. The effects of parties

1. What evils are connected with parties? Understand such terms as: *boss*, *machine*, *or-*

ganization, *graft*, but do not get the impression that every public officer is dishonest.

2. Should a person always vote for the candidates of one party? Understand: *straight ticket*, *split* or *mixed ticket*, *independent voting*.
3. Would it be desirable to hold elections without using party names?
 - a. What advantages or disadvantages might be connected with such a practice?
 - b. To what extent has this method been tried in Pennsylvania?
4. Is it possible for the voter to get the facts about candidates for office?
 - a. What difficulties do voters meet in this connection?
 - b. Are there or can you suggest trustworthy sources of information?
 - c. Can you depend upon newspapers for unprejudiced information?
5. What should be the policy of a good citizen with reference to membership in and support of political parties?

Section Three—Laws and Customs about Elections and Voters

K. Election laws and methods

1. Choosing candidates for office
 - a. Understand the meaning of: *nomination*, *caucus*, *convention*, *primary election*, *direct primary*.
 - b. What are Pennsylvania's laws in regard to the time and method of the nomination of candidates?
 - (1) Primary elections: national, state, county, city
 - (2) Nominations made after the primary election
 - c. How are candidates for the presidency nominated? (See Unit VIII, D, 1, d, if it is desired to study the topic fully at this point)
2. Campaigns
 - a. What is a *campaign*?
 - b. What methods are used in campaigns? Which do you consider good and which bad?
3. What is the schedule for holding elections in Pennsylvania?
4. Just how are elections conducted? (If elections for school officers can be held by methods similar to those of public elections, valuable experience may be gained by the pupils. It is also desirable to have elections at about the time of the regular election, in which pupils will vote for the candidates running for the regular public offices.)
5. Forms of ballots
 - a. What methods of voting were used in former days?
 - b. Mention the three outstanding features of the Australian ballot system.

- c. In what form are ballots printed in Pennsylvania? (Compare the forms used in other states)
- d. Voting machines
- (1) How are they operated?
 - (2) What advantages are they supposed to have? Are there any disadvantages?
 - (3) To what extent are they used in Pennsylvania?
6. How can election frauds be prevented? Why are they particularly disgraceful in popular government?
- L. What are the qualifications of voters?
1. What requirements are generally demanded throughout the states?
 2. What specific requirements do the constitution and laws of Pennsylvania set forth?
 3. What tests or other special requirements are demanded by some states?
 4. What is the general record of Pennsylvania voters in regard to participating in elections? Is it good in comparison with other states and countries? How does the district in which you live stand in this respect? (Some form of graph may bring out these facts effectively.)
- M. What qualifications are demanded of office holders?
1. What kinds of requirements are common for many offices? (age, residence, etc.)
 2. What qualities, in addition to the legal requirements, would you take into account if you were voting yourself?
 3. By what ways are public officers selected?

Methods	Kinds of offices	Advantages or disadvantages
Election Direct ap- pointment Civil Serv- ice exami- nations		

4. By what ways may officials be removed from office? To what offices does each way apply?
 - a. By the officer who makes the appointment
 - b. After a hearing when charges have been brought
 - c. By *impeachment* (Explain how this method operates)
 - d. By *recall* (Do we have this in Pennsylvania?)
- N. What reforms or changes in the methods and principles of holding elections have been proposed? (Explain each of these and discuss its advantages and disadvantages.)
1. The short ballot
 2. Preferential voting (Be familiar with the Hare system)
 3. Proportional representation (This is a principle rather than a method)

- O. What resolution will the good citizen adopt with reference to his own participation in elections? (He will vote regularly, honestly, thoughtfully, intelligently)

Suggestions for Special Projects and Reports

How the people rule in Great Britain
 Other federal governments than our own
 Resolved: that Pennsylvania should adopt the initiative and referendum for general use in law-making
 An ideal law-maker
 An ideal President (or governor or mayor)
 An ideal judge
 What should go into a constitution?
 Is there any one best form of government?
 What kinds of people are qualified to have a democratic government?
 How our first political parties came into being
 The history of our present political parties
 What the political parties of today represent
 Some notable political campaigns in our community (or Pennsylvania, or the United States)
 How parties are managed in our community and county
 The election laws of our state
 The history of woman suffrage
 How John Smith got himself elected to the General Assembly (every step of the process)
 Resolved, that every voter should consider himself a regular member of some political party
 Resolved, that all qualified persons who fail to vote at an election should be fined
 Resolved, that in state or local elections party names should not be used
 Resolved, that every voter should be able to read and write the English language
 Can the election laws of Pennsylvania be improved?
 Different forms of ballots and their respective merits
 How I would try to bring out a larger vote at elections
 Voting machines and their merits
 How I would try to make voting at elections more intelligent
 A map of our ward, showing the location of the polling places and the boundaries of the election districts
 Famous impeachment trials
 The merits and disadvantages of the recall as a means of removing public officials

Some Names and Terms We Should Understand

government	national committee
consent of the governed	state committee
absolute monarchy	local committee
limited monarchy	boss
aristocracy	machine
oligarchy	organization
democracy	independent voting
pure democracy	suffrage
representative democracy	franchise
republic	straight ticket
soviet	split or mixed ticket
state (2 meanings)	non-partisan election
sovereignty	nomination
representation	caucus
majority	convention
plurality	primary election
separation of powers	direct primary
check and balances	nomination papers
initiative	election board
referendum	Australian ballot
law-enforcement	party square
autocracy	party column
dictator	Massachusetts ballot
courts	voting machine
judges	occupation tax
constitution	appointment
law	civil service examination
preamble	impeachment
article	recall
amendment	short ballot
unwritten constitution	preferential voting
political party	proportional representation

Topics We Should Be Able to Discuss

Why do we have government?
 Upon what does the authority of a government rest?
 What kinds of government have existed in the world and what kinds are found among the most progressive people?
 Why is law-making so important?
 Upon whom must we depend for law-enforcement and who is responsible for making it effective?
 By what organizations is the work of interpreting and applying the laws performed?
 What is a constitution and what place do constitutions have in the practice of government in this country?
 What is a political party? Why do parties exist and how are they managed?
 What effects have parties produced in our political life? Can they be used for good?
 By what different methods are candidates for office presented for the people to vote upon?
 What are the laws and customs that today govern the holding of elections?
 By what means do the voters on election day express their preference?
 What qualifications are required of voters and of office-holders?
 What reforms or improvements in the methods of voting have been proposed?

Special Reference Material

MAGRUDER—"American Government" Chapters I, II, XXV, XXVI
 RUGG—"History of American Government and Culture," 374-378, 420-431
 RUGG—"Introduction to Problems of American Culture" Chapter XI
 TUFTS—"The Real Business of Living," Chapters XXXVII-XXXIX
 "Book of Knowledge" see general index
 "Compton's Pictured Encyclopedia" See Fact Index
 "World Book" Guide Volume, How We Govern Ourselves, 8558, 8559—How We Select Officials 8537, 8538
 BEARD—"American Government and Politics," Chapters I, II, IV-VII
 BRYCE—"The American Commonwealth" Volume II, Part III
 CHURCHILL—"Coniston, Mr. Crewe's Career"
 HASKIN—"American Government," Chapter XXXI
 KENT—"The Great Game of Politics"
 MUNRO—"The Government of the United States," Chapters XXIII, XXIV, XXV
 REED—"Form and Functions of American Government," Chapters V-VIII
 SHEPHERD—"The Boys' Own Book of Politics"

UNIT VII.—OUR NATIONAL GOVERNMENT

Purpose

Everybody who even pretends to be intelligent knows something about our national government. It is perfectly true that our local government touches us dozens of times where the national government touches us once. It is also true that all of us, from Maine to California and from Minnesota to Florida, have a common interest in the government of the United States. Besides, in spite of the vast scope of its work, its organization is really very simple and rather easy to grasp. For these reasons we will take up first the organization and activities of the national government before we proceed to the smaller political units such as the states and the subdivisions of the states.

In connection with our study of the national government it may also be appropriate to say a little about those lands under the American flag which are called territories, colonies, or possessions.

A. Our national Constitution

1. Its making (Review from the pupils' study of American history if there is time)
 - a. When, where, by whom?
 - b. From what sources did the makers of our Constitution get their ideas?
 - c. How the Constitution was ratified
 - (1) Terms on which it might be ratified (Art. VII)
 - (2) The struggle for ratification
2. The parts of the Constitution and what each deals with. (Make a diagram or chart that will show the essential features of the Constitution as devoted to each main topic.)
3. How may the Constitution be changed?
 - a. By what process may amendments be adopted?
 - b. Amendments which have been made

Number of Amendment	Year Adopted	General Provisions
I, etc., to XX		(Do not expect pupils to memorize the amendments. Amendments I-X may for the present be referred to collectively as a Bill of Rights. The general purpose of each later Amendment should be distinguished, however.)

- c. What other amendments have been suggested?

B. The relation between the national government and the states

1. What is "the supreme law of the land?" (Art. VI, par. 2)
2. What powers does the Constitution grant to Congress? Classify these under such headings as: financial, military, territorial, commercial, political, general (See Art. I, section 8; Art. IV, section 3; Art. V) (Do not stress this classification with the weaker pupils)
3. What powers are denied to the states? (Art. I, section 10)
4. What are some important powers left in the hands of the states?
5. What powers are denied to national and state governments alike? To bring out this distribution of powers, draw a diagram that will show the powers *delegated* to the national government, those *reserved* to the states, and the *concurrent* powers exercised by both the national and the state governments. Make sure that these terms are understood. Give examples of laws, real or imaginary, and have the pupils decide whether they might be passed by Congress, by state legislatures, by either, or by neither.

C. Law-making in the national government

1. Important facts about Congress

Houses	Number of members	How elected	Terms	Qualifications	Presiding officers	Special powers

2. Who are the senators from Pennsylvania and who is the representative from our district. (Draw a map of your congressional district) How many representatives does Pennsylvania elect? How can we follow the record of our representatives in the State Legislature? in Congress?

3. What are the chief facts about the sessions of Congress?

- When and where are they held and what are they called?
- What other officers than those who preside does each house have?
- What compensation do members of Congress receive?
- What privileges do members enjoy while sessions are going on?
- Are there any restrictions upon members of Congress?
- On what committees are your State and National representatives serving?

4. By what process are laws passed?

- What part does each house have in law-making?
- What is the work of the committees in each house? Why is it important?
- What is the President's part in law-making? Bring out the different ways in which a bill may be handled after it gets into the President's hands.
- If possible, trace the actual procedure in connection with some particular bill (See the *United States Daily*)
- What are some important laws recently passed or now proposed?
- Be sure the meaning of the following terms is understood: quorum, lobbying, log rolling, rider, filibuster, pocket veto, *Congressional Record*, Congress-at-large, apportionment.

D. Law-enforcement in the national government

1. The President

- What are the powers and duties of the President? What is there about his influence in public affairs that causes him sometimes to be called the most important officer in the world?
- What qualifications must a President have?
 - Provisions in the Constitution

(2) Other considerations that are taken into account

c. How long does the President serve?

- What does the Constitution provide?
- What custom has been established in this connection?

d. How is the President chosen?

(1) Procedure

Steps	When, where, and how	Remarks
Nomination Campaign Choice of electors Count of electoral votes Possible further steps		

In the last column show whether the step is required by the Constitution and if so, whether it is any longer significant. If a presidential election is to be held soon, it is quite possible that a regular presidential nominating convention for one of the great parties may be planned and held by the class.

(2) Distinguish between *electoral vote* and *popular vote*. Which is more important? Why? Should that be the case? Could a candidate be ahead in one case and not in the other?

e. How are vacancies in the Presidency filled?

2. The Cabinet

- What are its duties in general?
- How are its members chosen and for how long?
- Compare our Cabinet with what is called the Cabinet in the English government

3. Administrative services

a. Administrative departments

Name	Present head and title	Duties in general	Notable bureaus or offices

b. Special commissions and organizations

Name	How composed	Special duties

(Pupils need not be expected to memorize tiresome and relatively unimportant details about the administrative and judicial agencies of the government, but the general functions and important features of the organization of these bodies should be understood. Call attention constantly to references pertaining to cabinet officers or judges in the press.)

E. The federal courts

- In general what jurisdiction do they have, as compared with the courts of the states?

2. How are judges chosen and for how long? Is this a good practice?
3. The regular federal court system

Name	Number of courts and judges	General jurisdiction

4. The Supreme Court
 - a. What kinds of cases come before it?
 - b. Why is it one of the most important courts in the world? How does it influence the policies of the government?
 - c. Does its own attitude on public questions ever change? If so, why and how?
 - d. Who are or have been some famous justices of our national Supreme Court? Know the name of the present chief justice and of as many of the other members as possible
5. Special federal courts

Name	Membership	Nature of their work

F. The government of territories

1. What is a *territory*? Why are such governments established and on what authority?
2. What are our present territories? Are they likely to become states soon?
3. What are the chief features of the government of territories? How are they represented in the national government?

G. Our possessions

1. What is the difference between a territory and a *possession* or *colony*?
2. The District of Columbia
 - a. When and why was it organized?
 - b. How is it governed? Do you think this arrangement is satisfactory?
3. Colonies or possessions
 - a. Locate them on a map of the world
 - b. Facts about them (Details not necessary to memorize.)

Name	How acquired	How governed	Statistics and importance
			(See World Almanac and similar sources of information)

4. What special problems are connected with our government of possessions?
 - a. What particular questions or difficulties are connected with our government of the Philippines?
 - b. What special conditions in any of the other possessions call for particular attention?

Suggestions for Special Projects and Reports

The articles of confederation, the first Constitution of the United States
 The story of the constitutional convention of 1787
 Sources from which the makers of our National Constitution got their ideas
 The history of a particular constitutional amendment
 Resolved, that amendments to the United States Constitution should be ratified by direct vote of the people
 What a congressman has to do
 A day's work in Congress
 Leading members of the present Congress
 The members in Congress from our district
 Pennsylvania's United States Senators
 The Speaker of the House of Representatives
 How a committee of Congress works
 The Capitol at Washington
 The story of a particular law
 The White House
 Our present President
 The President's life from day to day
 Some possible improvements in the method of electing our President
 Resolved, that the President should be chosen by direct vote of the people
 What happens on Inauguration Day
 The last presidential campaign (Draw a map to show how the various states voted)
 The presidential nominating convention
 Presidents of whom I think highly
 A sketch of the President's cabinet
 The work of the bureau of the census
 The Library of Congress
 The Supreme Court; its members and its customs
 Some important Supreme Court decisions
 Should judges be elected by popular vote?
 John Marshall and his place in our history
 Should the Supreme Court have the right to set aside a law of Congress?
 Hawaii, an island paradise
 Alaska, its needs and possibilities
 The construction and management of the Panama Canal
 Our possessions in the West Indies
 What the Philippines owe to the United States
 Resolved, that the Philippines should be given their independence promptly
 Some problems that other nations have had with colonies and possessions
 Kipling's "White Man's Burden and What it Signifies"
 The District of Columbia and its government

Some Names and Terms We Should Understand

Philadelphia convention	rider
ratification	veto
amendment	filibuster
"The supreme Law of the land"	<i>Congressional Record</i>
delegated powers	apportionment
reserved powers	President
concurrent powers	White House
long session	electoral college
short session	electoral vote
special session	popular vote
freedom of debate	nomination
"Lame Duck"	campaign
Congress	inauguration
Capitol	cabinet
Senate	administrative departments
"senatorial courtesy"	district courts
House of Representatives	circuit courts of appeal
Congressmen-at-large	Supreme Court
congressional district	"good behavior"
Vice-President	customs court
speakers	court of customs and patent
quorum	appeals
lobbying	territory
log-rolling	delegate
committee system	possession
conference committee	colony
	federal district

Topics We Should Be Able to Discuss

- When and under what conditions was our National Constitution made and adopted? What is its general organization?
- What is the relation between the national government and the states? What powers does each have as compared with the other?
- How are laws made in the national government and what are the important facts about the organization of Congress?
- Who are responsible in the national government for enforcing and administering the laws?
- What is the work and the authority of the federal courts?
- How are territories and possessions governed, and what is the place of each under our present system of government?
- How may our National Constitution be amended? To what extent and for what purposes have we made use of the privilege?
- What is the complete process through which a bill passes in order to become a law?
- Why is the President such an important official? What are his powers and duties?
- By what process is a President chosen? How are vacancies in the office filled?
- What is the place of the Cabinet in our system of government? How does it compare with bodies of similar name in other governments?
- Under whose direction are the administrative departments of our national government and what are the most important activities of each?
- Why is the United States Supreme Court the most powerful judicial body in the world? How is it made up and what is the extent of its jurisdiction?
- What other forms of government than states are found under the American flag, and what is the difference among them?
- What special problems are raised in connection with any of our possessions?

Special Reference Material

- MAGRUDER—"American Government," Chapters III-XIV, XVI
 "Book of Knowledge" see general index
 "Compton's Pictured Encyclopedia," see Fact Index
 "World Book," Guide Volume, 8560-8566
- BEARD—"American Government and Politics," Chapters VIII-XIV, XX, XXI
- HAINES—"Your Congress"
- HASKIN—"American Government," Chapters I, XIX, XX-XXII, XXV-XXVIII
- "Lessons in National and Community Life," A-12, B-13
- MORAN—"American Presidents"
- MORGAN—"Our Presidents"
- MUNRO—"The Government of the United States," Chapters I-V, VIII-XV, XX-XXII, XXV-XXVIII
- REED—"Form and Functions of American Government," Chapters I-IV, XIX-XXVI
- YOUNG—"The New American Government and Its Work," Chapters II-XIII

UNIT VIII—OUR STATE AND LOCAL GOVERNMENTS

Purpose

Lincoln once said, "The union existed before the states, in fact it created them as states". No doubt he was referring to the spirit of united action that led the original thirteen states to declare their independence together and to attempt as a group to do what the thirteen could not have done separately. Yet all the thirteen original states had been colonies under English rule for many years before the famous Declaration of Independence was adopted. The states united in a common bond of allegiance to a Constitution, are the component parts of our great nation. We cannot understand our Union, therefore, without knowing something about the states and their place

in the Union. Moreover, since our states control so many important matters, such as education, highway construction, local government, and the administration of important courts, we need to have definite information about the state in which we live and the government under which it is carried on.

Coming down the list of governments from that of the nation to our own local community we reach, in Pennsylvania, the county, city, borough, and township. The scope of the authority of local governments is in one sense very limited, but in another sense very wide. A city or a township has no authority over any except those who travel, live, or own property, within its limits. Local governments are directly creatures of the state. The national government leaves to the states entire control over them. Yet in countless ways the local government affects the daily life of its people.

Because of the wide variation from one community to another, it is hard to make many general statements about local governments. Besides, it is often difficult to get information in concise and intelligible form about them. For these reasons and others we sometimes know less about the government of the community in which we live than we do about that of the state or the nation. The good citizen, however, will not be satisfied with such a situation, for if his local government is dishonest or incompetent, the evil effects of misgovernment may extend their corrupting influences as far as the state capitol or even beyond.

Section One—State Government in General

- A. How our states originated
1. From your knowledge of history prove that the form of our state government was very directly derived from that of the colonies
 2. When and how did the colonies become states?
 3. What kind of government did Pennsylvania have during its first years as a state?
- B. How may new states be admitted?
1. What provisions does the Constitution lay down?
 2. Are there any limitations on the admission of new states?
 3. How many states do we have now? Are any more in prospect? Why or why not? (If there is time, it would be instructive to have the pupils show on a map of the United States the dates of admission of each state, adding the dates to the map as the teacher or some member of the class traces the progress of admission.)
- C. What are the relations of the states to one another?
1. Are all the states of the same rank? Does the Constitution attempt to keep them so? (Art. I, Sec. 3, par. 1; Art. V, last clause)
 2. Are the laws of the states uniform?
 - a. Why or why not? Give examples to establish your answer
 - b. Must one state respect the laws of another state?

- c. If a person visits a state in which he does not live, what rights does he have there?
3. Is anything done to a person accused of crime who goes from one state to another?
4. Distinguish between *intrastate* and *interstate*

D. Some general features of state governments

1. What features of government are common to all states?
2. What general statements may be made about state constitutions, especially in comparison with the national Constitution?
3. What are some of the most important matters wholly or mainly under the control of state governments?
4. In several states there has been a tendency in recent years to reduce the number of state officers elected by the people, and to center much power in the governor. Do you think this is a good plan?

Section Two—State Government in Pennsylvania

E. Notable facts about Pennsylvania

1. Know your state. (If these topics have been satisfactorily covered in the study of geography, extended reference to them is unnecessary here)
 - a. On a map of Pennsylvania show its chief geographical features, railroads, state highways, etc., and twelve or more of its most important cities
 - b. Enumerate significant data such as: area, population (1930), population per square mile, facts about race, nationality, industry, agriculture, etc. With reference to these items make some comparisons with such states as Rhode Island, New York, Texas, Virginia
2. The constitutions of Pennsylvania
 - a. How many have there been and when was each adopted?
 - b. Compare its preamble and general uses with those of the United States Constitution
 - c. How may amendments to the Pennsylvania constitution be made?
 - d. When were the last amendments made and when may the people vote next on amendments?

F. Law-making in Pennsylvania

1. What is the official title of the law-making body in Pennsylvania?
2. Its composition

Houses	Number of members	How chosen	Term	Presiding Officers

3. What senatorial and representative district do you live in and who represent you at present?
4. When are sessions held and what compensation is paid members for attending them?

5. What differences are there in the process of law-making in Pennsylvania as compared with the processes in Congress? (If the General Assembly is in session at the time the class is studying this topic, it will be worth while to follow a particular measure through the houses.)

G. Law-enforcement in Pennsylvania

1. Governor
 - a. What are his powers and duties? Does he seem to have much or little power? What are his relations with other state officials?
 - b. How is he chosen and for how long? What qualifications must he possess?
 - c. Compare the Governor of Pennsylvania with the Governor of other states as to term, compensation, and importance
 - d. Be familiar with the record and policies of the present Governor
2. Other important executive officials

Title	Present official (Remember that these may change from time to time)	How chosen	Term	Duties

3. Mention any boards or commissions that have important work to do in the state, and tell the main facts about their membership and duties. Note especially the Public Service Commission

H. The courts of Pennsylvania

1. State-wide courts

Title	Number of justices	How chosen	Term	Kinds of cases	Where they meet

2. Do you know the names of the members of the Supreme or the Superior Court in Pennsylvania?
3. What courts, whose organization is based on the counties, are a part of the state judicial system? (Since their actual operation is so closely linked with the work of some county officials, the discussion of court procedure is deferred until later in this Unit. It can easily be considered here, if desired)
4. What is the relation of state courts to federal courts?
 - a. Can cases be taken from state courts to the national courts? If so, what and when?
 - b. Who has the final work in the interpretation of the state laws and constitution?

Suggestions for Special Projects and Reports

Pennsylvania before the Revolution
The development of Pennsylvania since it became a state

The people and cities of Pennsylvania
 The industries and occupations of the people of Pennsylvania
 The states and the flag
 Notable examples of differences between the laws of Pennsylvania and the laws of other states
 What rights do I have when I visit in New York?
 The State Capitol at Harrisburg
 Our last General Assembly—What did it accomplish?
 Our present Governor
 The Justices in the Pennsylvania Supreme Court
 Resolved, that Pennsylvania should have one small legislative council in place of its present General Assembly

Section Three—Local Government in Pennsylvania

I. The importance of local government

1. Why are local governments needed? Are they more important in a democratic government than in other kinds?
2. Give some typical examples of the kinds of work that local governments now carry on
3. Explain the relation of local governments to the state. (Make it clear that all power comes from the state)
4. Forms of local government
 - a. What forms of local government developed in the thirteen colonies? Where and why?
 - b. Show how local government was extended to the rest of the country. (Omit b. and c. if time is limited)
 - (1) How were the original forms extended?
 - (2) What was the *congressional township*?
 - c. Explain the terms used for the smaller local governments in different states: *town, township, borough, village*

J. The work of county governments

1. How does the county in Pennsylvania compare in importance with counties in the rest of the country?
2. What are the chief responsibilities and activities of county governments? For how many purposes do they have the right to spend money?
3. General facts about counties in Pennsylvania
 - a. How may counties be created? How many counties are there in Pennsylvania?
 - b. Of what are counties composed and what is the relation of these parts to the county? (If the map of Pennsylvania was drawn on an outline map showing county boundaries, the names of the counties might well be filled in at this time.)
4. What is meant by a *county seat*? Give some examples of places that are county seats.
5. Our county
 - a. General information
 - (1) What are the chief facts about its history?
 - (2) What is its present area and population?
 - (3) Be familiar with the map of the county and all the important cities, boroughs, and townships. (Draw a county map if you have time)

b. Chief officials

(1) Titles and duties

Offices	Duties	Present holders
		(Learn the names of the commissioners and perhaps some of the other important officers, but remember that these are subject to frequent change)

- (2) Explain how county officers are chosen and for how long.
- (3) What officials in the county have legislative, what ones have executive, and what ones judicial authority?
- (4) Why do you suppose we have so many county officers elected by the people? Do you think this is desirable?

K. The smaller local governments in Pennsylvania (City pupils may need only a general understanding of this topic)

1. Organization

Name	Explanation	Legislative officials	Executive officials	Judicial officials
Township				
First-class				
Second-class				
Borough				

2. How are local officers chosen and for how long?
3. Define, in connection with local governments, *incorporation, ordinance, home rule* (Do we have this in Pennsylvania?)

L. Cities and their government

1. What is the place of cities in our system of government?
 - a. Give a good definition for a *city*
 - b. What requirements are necessary for a place to become a city?
 - c. What is the relation of cities to the state and to the county?
 - d. Explain the classification of cities
 - (1) Why are cities classified?
 - (2) How are cities classified in Pennsylvania?
 - e. How are cities divided and why?
2. Forms of city government
 - a. What was the early form of government common in cities and why was that form used?
 - b. What are the most common forms of city government today?

Form	Chief features	Examples	Advantages or disadvantages

Draw diagrams for each of these three forms of government

3. Special problems of cities
 - a. What problems are common to almost all cities? (A number of them were discussed in Part I)
 - b. Are there any problems that particularly concern American cities? If so, what?
 - c. Can you suggest any remedies or solutions for these problems?
 - d. Does the growth of cities constitute a problem itself?
 - e. Do you think cities are likely to keep on growing?
4. Our city. (Pupils outside of cities may not need to study this topic. City pupils will adopt the outline to the detail of their own city government).
 - a. General information
 - (1) What are some important facts in the history of the city?
 - (2) What is its present area and population?
 - (3) What is its importance in the United States, industrially and otherwise?
 - (4) Complete the map of our city started in studying the early Units, marking the divisions of the city into wards
 - b. The Council
 - (1) What are their duties?
 - (2) How are they chosen and for how long?
 - (3) Who are the present councilmen?
 - (4) How is its work carried on? (Arrange for a visit by the entire class or a committee of the class to one or more sessions of the council.)
 - c. The Mayor
 - (1) What are his duties?
 - (2) What are the chief facts in the record of the present mayor?
 - (3) How is he chosen and for how long?
 - d. Administrative departments
 - (1) Activities (Only the most important items to be learned)

Department	Present head	General duties	Bureaus and divisions

- (2) How are administrative officers chosen and for how long?
- e. Judicial officials in the city
 - (1) Magistrates: number, how chosen, duties
 - (2) Aldermen: number, how chosen, duties
5. Explain the so-called Metropolitan Plan. Does it seem good? (Allegheny County pupils will be more interested in this topic than any other pupils.)

M. The procedure of cases in court

1. Names and kinds of courts in this county

Title	Number of judges	Term	Kinds of cases

2. Proceedings in trying a civil suit (Common Pleas Court)
 - a. Preliminary steps and their significance
 - (1) Complaint
 - (2) Answer
 - (3) Docket
 - b. Process of trial (Explain each step)
 - (1) Testimony of witnesses
 - (2) Arguments of lawyers
 - (3) Charge by the judge
 - (4) Finding
 - (5) Judgment
3. Proceedings in trying a criminal case (Court of Quarter Session or Oyer and Terminer)
 - a. Preliminary steps and their significance
 - (1) Arrest
 - (2) Hearing
 - (3) Indictment
 - b. Process of trial (Explain each step)
 - (1) Plea of the accused
 - (2) Testimony of witnesses
 - (3) Arguments of lawyers
 - (4) Charge by the judge
 - (5) Verdict of the jury
 - (6) Release or sentence
4. Be sure these terms are understood: warrant, bail, grand jury, petit jury, jury wheel, jury box, evidence, conviction, acquittal, "hung" jury, mandamus, habeas corpus, injunction, statute of limitations
5. On what grounds may an *appeal* be taken from the decision of a court? How far may it be carried?
6. Are there any features of our court systems that need correction? What reputation do our courts have in comparison with those of other countries?
7. How did our jury system originate and how important is it?
8. How are cases conducted in the courts of our magistrates and aldermen?

Suggestions for Special Projects and Reports

Resolved, that the New England township system should be abandoned

The history of our county

The history of our city

The history of an important suburb

Resolved: that the city-manager plan of government should be generally adopted

My ideal city

A trial (Try to have the case something else than merely funny, and have it conducted as nearly as possible in accordance with regular court procedure. Do not have the witnesses take the regular oath, however, unless they actually are to tell the truth.)

A description of a court room

Our court house

The members of our city (or borough)

Could our methods of trying cases in court be improved?

Resolved, that the so-called Metropolitan Plan should be adopted for this city and county

How juries are chosen in this county

Some Names and Terms We Should Understand

royal colony	mayor and council type
proprietary colony	commission type
charter colony	manager type
enabling act	Department of Public Works
interstate	Department of Public Safety
Governor	Department of Public Health
legislature or general assembly	etc
state judicial system	magistrates
titles of most important state officials	aldermen
district courts	justice of the peace
county courts	court of common pleas
Superior Court	court of quarter sessions;
local government	oyer and terminer
town government	arrest
county government	hearing
mixed system	bail
congressional township	grand jury
county seat	indictment
county commissioners	plea
sheriff	testimony
coroner	petit jury
district attorney	evidence
treasurer	judge
controller	verdict
prothonotary	conviction
recorder of deeds	acquittal
register of wills	appeal
etc	sentence
incorporation	complaint
ordinance	answer
home rule	docket
classification of cities	finding
	judgment
	warrant

Topics We Should Be Able to Discuss

How did our states originate and how may new states be brought into the union?

What are the relations of the states to one another?

What general features are more or less common to all state governments?

What special facts are significant in regard to Pennsylvania—its size, population, cities, and industries?

What particular characteristics may be noted about the constitution of Pennsylvania?

What are the main facts about the General Assembly of Pennsylvania—its membership, powers, and methods?

What are the powers and duties of the Governor and who occupies the position at present?

How is the executive branch of the government of Pennsylvania organized and what are its chief officials?

What is the plan of organization of the judicial system of Pennsylvania?

Why are local governments needed and why is their work important?

What was the origin of the forms of local government we now have in this country?

What place does the county have in the government of Pennsylvania?

How is our county governed?

How are townships and boroughs formed and what authority do their officers have?

How are cases tried in the courts of the state, civil and criminal?

How important are cities in our state and nation?

What forms of city government are most common?

What special problems do American cities face today?

How is our city governed and what are its own particular problems?

Special Reference Material

“Book of Knowledge”—see general index

“Compton’s Pictured Encyclopedia,” see Fact Index

“World Book” Guide Volume, 8559, 8561-8566

BEARD—“American Government and Politics” Chapters XXII-XXXIV

FAIRLIE—“Local Government in Counties, Towns, and Villages”

“Lessons in Community and National Life,” B-18, B 19

MUNRO—“The Government of American Cities”

MUNRO—“The Government of the United States,” Chapters XXVIII-XXXII, XXXIV-XLII

REED—“Form and Functions of American Government,” Parts III, IV

TUFTS—“The Real Business of Living,” Chapter XXX

Such texts as Walton, “The Pennsylvania Citizen;” Philips, “Nation and State,” and Shimmell, “Pennsylvania Citizen” should be used with care. If up-to-date editions are available, they will be very helpful, but old editions are likely to be inaccurate and misleading. Try to keep on hand the latest edition of the “Pennsylvania Manual.”

UNIT IX—HOW OUR GOVERNMENTS ARE FINANCED

Purpose

It would be fine if all public service could be rendered by good citizens who had time to spare and were anxious to make a contribution to the welfare of their nation without thought of being paid for their service. Unfortunately, however, we do not have in this country, or any other, enough capable and willing people who could get along without receiving something to support themselves and their families. Government therefore costs money for the salaries of public officials. There are heavy costs also for constructing public works and public buildings and keeping them in good condition and repair, and for rendering the many services for which we are always asking.

(Some of the topics in this Unit may be difficult for some classes. If this is the case, try to select topics, problems, and definitions which are within their comprehension and devote your four days to those. Do not ask for memorization of definitions and statistics which mean nothing to the pupil).

A. Why our governments need money

1. List three or four examples of the kinds of services rendered by the government which cause expense. Do this for the national government, the government of Pennsylvania, your county, your local community, and your school district.
2. Take some particular building or piece of public property, as the Court House, the Capitol Building at Harrisburg or Washington, your school building, or a park, and list the ways in which it causes expense.
3. Do the governments ever get things done for them for nothing? If so, what and when?

B. How the government gets money or property for public use

Means	Definition and examples	Relative importance

C. Taxes and their payment

1. Give a good definition of *tax*
2. What qualities should a good tax possess? Is it easy to plan a tax that possesses all those qualities?

3. What is the difference between direct and indirect taxes? Give examples of each. Which is likely to be more popular? Why?
4. Commonly used sources for taxes

Source	Explanation	National, state or local
Real estate Personal property Income Inheritance Customs Excise Poll, Etc.		

5. How are tax rates fixed?
 - a. What is the work of assessors? What grades of government have them?
 - b. Should property be assessed at its full value? Is it regularly?
 - c. Is it important that the assessment of property be uniform? Why, or why not?
 - d. How is the rate of tax determined?
 - e. How is the tax rate expressed?
6. How are taxes levied and collected?
 - a. What officials or bodies have responsibilities in this matter?

Fill out the following table listing the kinds of taxes paid by your parents and indicate the service which is received in return for these taxes.

Government	Kinds of taxes and rates	Services Received
Federal Government		
State Government		
County		
Municipality		
School District		

- b. What may be done if taxes are not paid when they are due?
7. For what special uses, other than to raise revenue, may taxes be employed? Do you consider such uses good or bad?

D. Spending public money

1. Who decides for what purposes public money should be spent? Answer the question for national government, state, county, local community, and school district
2. Explain the operation of budget systems
 - a. What is a *budget*? Is budget-making more or less desirable in public finance than in the management of a family?
 - b. How is budget-making done? Answer for each grade of government with reference to the officials who prepare the budget and the body by whom the budget is adopted
 - c. Are there any difficulties or objections connected with budget-making. What is meant by *balancing the budget*?

- d. What officers have any responsibility in connection with the paying out of public money?

E. What part do debts play in public finance?

1. Do you consider borrowing money justifiable? If so, for what purposes? For what is it unjustifiable?
2. By what means do governments obtain money through borrowing?
3. May a government ever be better off if it has a debt than if it does not? Why or why not? Why do we need to be cautious about incurring public debts?
4. What methods are used in paying off public debts? Be sure to understand such terms as: *bonds, series, sinking fund*.

F. Some practical problems in public finance

1. How do the debts of our state and local governments compare with those of other states, cities, etc.? Can you explain the difference?
2. More than three-fourths of our national debt and regular expenses are due to the cost of wars, past or possible. Does it seem wise? Can anything be done about it?
3. Why have some governments failed to pay their debts when they became due? What is a *moratorium*?
4. What particular financial problems, if any, are now perplexing to our national, state, or local government?
5. What are the tax rates for our school district, county, and other local governments this year? Have they been raised or reduced lately? Why?

G. What are some proposed reforms in the method of taxation?

1. What is meant by *double taxation*? Is it fair or unfair?
2. Are high taxes on incomes and inheritances desirable?
3. Explain the *single tax* and give the principal arguments for and against it. To what extent is the principle of the single tax used in Pennsylvania?
4. Explain other proposals, such as a *sales tax*.

Suggestions for Special Projects and Reports

How our local taxes are levied and collected
 How our governments could save money
 The taxes our family pays
 Could the system of budget-making in our local government be improved?
 The "pork barrel"—Does it still exist?
 Henry George and his opinions on the single tax
 A graph showing the per capita debts of various states
 Is it good for a Government to have a permanent debt?
 A series of graphs showing the principal classes of expenditures or the principal sources of revenues for national, state, and local governments
 Examples in our community of the exercise of the right of eminent domain
 Resolved, that every state should levy an income tax
 How are the expenses for constructing streets met in our community?

Some Names and Terms We Should Understand

public works	real estate
public buildings	personal property
public service	assessment
public property	millage
tax	tax rate
loan	appropriations
gift	budget
special assessment	balancing the budget
eminent domain	controller
direct tax	public finance
indirect tax	public debts
income tax	bonds
inheritance tax	series
customs tax	sinking fund
excise tax	double taxation
internal revenue tax	single tax
poll tax	graded tax

Topics We Should Be Able to Discuss

What are some specific examples of kinds of services rendered by our various governments which require expense?
 By what means do our governments get money or property for public use?
 What is a tax? What is a good tax? By whom are taxes levied and collected?
 Who decides how public money should be spent and how may such expenses be handled intelligently?
 Should a government ever go into debt? If so, how may it best provide for meeting its obligations?
 What improvements do you think could be made in our methods of taxation?

Special Reference Material

WORLD BOOK—Guide Volume, 8568-8570
 BEARD—"American Government and Politics," 50-57, Chapters XVII, XXX, XXXII
 CARVER AND ADAMS—"Our Economic Life," Chapter XVI
 HUGHES—"Fundamentals of Economics," Chapter XVII
 KINSMAN—"Economics, or the Science of Business," Chapters XXIX, XXX
 MAGRUDER—"American Government," Chapter XXVII
 MUNRO—"Government of the United States," Chapters XVI, XIX, XXIII, XLI
 REED—"Form and Functions of American Government," Chapters XL, XLI
 (Almost any textbook in Economics discusses this topic)

UNIT X—OUR RELATIONS WITH OTHER COUNTRIES

Purpose

Our idea of a community has steadily widened as the years have rolled on. It is no longer merely the home town, or the section of the country in which we live, or even the nation, that seems to have common interests and common aspirations. Nations have the same kinds of dealings with one another, only on a larger scale, that men do. No nation can be great, any more than an individual can be, that tries to keep to itself. It must both give and receive. So the United States, which we hope and believe may be the greatest of all the nations, must consider itself a part of the great world community and not only participate in the exchange of goods and ideas between itself and other countries, but share in the other associations which nations have with one another.

A. The world as a community

1. To what extent may our previous definition of a community apply to the world?

2. What are the ten or twelve greatest nations in the world today?
 - a. What makes a nation great?
 - b. Why do you include each in your list?
 - c. Draw on the blackboard and in your notebook the flags of several of these nations
3. Mention several respects in which all nations are alike
4. Mention several respects in which nations differ
5. In what ways do nations or their citizens have dealings with one another?
6. In what matters do many nations have a common interest? (Education, religion, business, etc.)

B. What relations do governments have with one another?

1. What do we really mean when we say "England favors this, Germany opposes, United States follows this policy"?
2. How do governments deal with one another?
 - a. Treaties
 - (1) What is a *treaty*?
 - (2) How are treaties made—in the United States and elsewhere?
 - (3) Mention some famous treaties and tell what they dealt with
 - b. Diplomatic and consular representatives
 - (1) What in general are their duties?
 - (2) What grades and titles are used among them?
 - c. Understand the meaning of these terms: *diplomatic immunity, persona grata, extraterritoriality, three-mile limit, passport*
3. Is there any law among nations?
 - a. Explain what is meant by *international law*
 - b. Do you think it can be developed more fully than it is now? If so, how?
4. How has war affected the progress of nations?
 - a. What influences or causes have led nations to go to war?
 - b. Have any good results come from wars?
 - c. What terrible evils has war produced? In what ways was the World War a calamity? What new terrors might one have to fear if there should be another war?
 - d. What has war cost—in money, in life, otherwise?
5. The problem of national defense
 - a. Why do nations think they must have fighting forces always on hand?
 - b. What varieties of fighting men and equipment do nations support—land, sea, and air?
 - c. How do the size and cost of the forces maintained by different nations stand today?
 - d. Compare the policy of different countries in regard to compulsory military and naval service

C. How have nations tried to settle disputes peacefully?

1. Arbitration
 - a. Just what does *arbitration* mean? (Not all peaceful settlements are examples of arbitration)
 - b. Mention some notable occasions when arbitration has been employed in international affairs
 2. The Hague Conferences
 - a. Why were they held and when?
 - b. What was accomplished at them?
 - c. What is World Peace Day and why is it observed?
 - d. What is meant by the Hague Court of Arbitration?
 - D. World organizations that encourage peaceful cooperation
 1. The League of Nations
 - a. When and how was it established?
 - b. What are the main features of its organization? (Point out on a map of the world the nations which now belong to it and those which do not)
 - c. Mention some important problems which it has handled
 2. The World Court (Permanent Court of International Justice)
 - a. When and why was it organized? (Be sure the pupils do not confuse this court with the earlier Hague Court of Arbitration)
 - b. Tell of its members and the way they are chosen
 - c. Mention some important questions it has considered and may consider
 - E. Further efforts for world peace
 1. Mention some notable conferences and treaties of recent years and tell the important facts about each
 2. Why do many nations still have armies and navies?
 3. Why is it difficult to bring about the reduction of armaments? What is your idea of the best way to do this?
 4. Describe the latest efforts in this direction
 - F. The place of the United States among the nations
 1. In what phases of the life of our people have we received contributions from the people of other countries? (Language, government, music, science, etc.)
 2. How are our industries closely related with the rest of the world?
 - a. What are our leading imports and exports and with what countries is our foreign commerce chiefly carried on?
 - b. How would our industries and our social life be affected if all trade from the rest of the world were cut off?
 3. What officials have a part in handling our foreign relations and in what ways?
 - a. President
 - b. Secretary of State
 - c. Ambassadors, etc. (Name some of the important ones)
 - d. The Senate
 - e. Special commissions or delegates
 4. In what recent peace movements has the United States participated?
 5. What special interests and associations exist between the United States and other nations of the New World?
 - a. The Monroe Doctrine
 - b. The Pan-American Union
 - c. Protectorates
 - (1) What is a *protectorate*?
 - (2) What examples of this relationship can you give?
 6. State clearly just what are our relations with the League of Nations and the World Court
 7. List several statements in which you will set forth your opinion of what our place should be in world affairs
 8. How can a good American citizen contribute toward world peace and better and happier feeling among the nations?
- Suggestions for Special Projects and Reports**
- A pageant of the nations (Showing what each nation has contributed or is contributing to civilization)
- The Rhodes Scholarship, International Correspondence plans for young people
- Some famous treaties in which the United States has had a part
- The requirements and duties of an Ambassador to a great nation
- An Ambassador's diary (Real or imaginary)
- The story of the Hague Peace Conferences
- The organization of the League of Nations
- What is done at the meetings of the council and the assembly of the League of Nations
- The judges of the World Court and how they carry on their work
- The Pact of Paris—How can it be made effective?
- A series of graphs to illustrate our imports and exports and the countries with which we carry on trade most extensively
- The story of the Monroe Doctrine
- The Pan-American Union and its work
- Resolved, that the United States should join the League of Nations
- The Program in International Relations I would follow if I were President
- A good way to celebrate World Peace Day
- Questions which have been solved by the World Court
- Problems which have been handled by the League of Nations
- Some Names and Terms We Should Understand**
- | | |
|----------------------------|----------------------------|
| world-community | Hague court of arbitration |
| treaty | League of Nations |
| diplomatic representatives | league covenant |
| consuls | league council |
| immunity | league assembly |
| persona grata | secretariat |
| extraterritoriality | World Court |
| three-mile limit | Washington conference |
| passport | Pact of Paris |
| extradition | disarmament |
| international law | Monroe Doctrine |
| arbitration | Pan-American union |
| Hague conferences | protectorates |
- Topics We Should Be Able to Discuss**
- To what extent may we rightly think of the world as a community? In what ways are nations alike and what interests do they have in common?

How do governments carry on their dealings with one another?
 How have nations tried to settle disputes peacefully?
 What world-wide organizations have been formed to encourage peaceful cooperation among the nations?
 What undertakings are still going on with the thought of promoting world peace?
 How is the United States related to the other nations of the world?
 What officials and bodies have responsibilities in our foreign relations?
 What activities and relationships are maintained between the United States and other countries?

Special Reference Material

MAGRUDER—"American Government," Chapter XXXI
 STULL AND HATCH—"Our World Today," 671-674
 TUFTS—"The Real Business of Living," Chapters XLI, XLII
 WORLD BOOK—"Guide Volume," 8570, 8571
 LYMAN AND HILL—"Literature and Living," Book Three, 455-548

BEARD—"American Government and Politics," Chapters XV, XVI

MAGRUDER—"National Government and International Relations," Chapters I, IV-VI, XXII, XXIV-XXIX

POTTER AND WEST—"International Civics"

REDFIELD—"Dependent America"

REED—"Form and Functions of American Government," Chapter XXVII

Publications of the following organizations:—

—Women's International League for Peace and Freedom, 1924 Chestnut Street, Philadelphia

—Philadelphia Peace Council, 20 South Twelfth Street, Philadelphia

—Friends' Peace Committee, 304 Arch Street, Philadelphia

—League of Nations Association, 6 East 39th Street, New York, N. Y.

—World Peace Foundation, 40 Mt. Vernon Street, Boston, Mass.

PART THREE

The Citizen in the World of Work

A good citizen "cannot live by bread alone", it is true, but without some means of living there can be no good citizens. More and more we are recognizing the importance of the economic side of human interests and activities. It is a mistake to think of pupils as educated if they have not been brought in contact with some of the principles and practices of the modern business world.

In many courses of study there have been attempts to treat separately the study of vocations and the wide range of topics to which we sometimes refer as Economics or Economic Civics. The results have not been as valuable as was hoped. There seems to have been a lack of contacts between the study of occupations and of the conditions under which those occupations must be carried on. It is the plan of this course to leave the formal study of occupations in its proper setting, as a part of school's guidance program. We shall consider occupations from the appreciational and social viewpoints. Every effort will be made to get the young citizen to realize his opportunities and duties in connection with the economic side of community and national life.

Just as earnestly as in the teaching of government should the teacher strive to prevent the course from becoming merely a study of one or more textbooks. Economics as a school subject has a reputation of being dry and uninteresting. Surely, however, when we think of all the various ways in which people earn a living and the conditions and laws which govern those activities, we must feel that, if properly presented to the pupil, a ninth-grade boy or girl can develop a real and living interest in them. Much information and many helpful facts can be obtained from a wide range of sources outside of any textbook. Pupils should be encouraged to bring in all the information and illustrations that they can from their own home associations, the business contacts of members of their family, and from current literature. General class methods will not need to be materially different from those pursued elsewhere in the course. Every opportunity should be taken to link up the material and discussion of the classroom with the pupils' own personal interests and activities. If the economic side of a citizen's interests is made to seem real and vital, he will feel that his participation in the work of this course is truly a worthwhile enterprise.

Among books of recent publication which may be found helpful for supplementary use in Part Three are the following:

- BURCH—"American Economic Life"—Macmillan
CARLTON—"Elementary Economics"—Macmillan
CARVER AND CARMICHAEL—"Elementary Economics"—Ginn
CARVER AND ADAMS—"Our Economic Life"—Winston
CRABBE AND SLINKER—"General Business Training"—Southwestern Pub. Co.
FAY—"Elements of Economics"—Macmillan
HILL—"Community and Vocational Civics"—Ginn
HOLBROOK AND MCGREGOR—"Our World of Work"—Allyn and Bacon
HUGHES—"Economic Civics"—Allyn and Bacon
HUGHES—"Fundamentals of Economics"—Allyn and Bacon
HUGHES—"Textbook in Citizenship"—Allyn and Bacon
JANSEN AND STEPHENSON—"Everyday Economics"—Silver, Burdett
JOHNSON—"We and Our Work"—American Viewpoint Society
KINSMAN—"Economics, or the Science of Business"—Ginn
LAPP—"Economics and the Community"—Century Co
LEAVITT AND BROWN—"Elementary Social Science"—Macmillan
LUTZ AND STANTON—"Introduction to Economics"—Row, Peterson
LYMAN AND HILL—"Literature and Living"—Scribner
LYON—"Making a Living"—Macmillan
LYON AND BUTLER—"Vocational Readings"—Macmillan
MARSHALL—"Readings in the Story of Human Progress"—Macmillan
MARSHALL—"The Story of Human Progress"—Macmillan
MARSHALL AND LYON—"Our Economic Organization"—Macmillan
MARSHALL AND WIESE—"Modern Business"—Macmillan
MORGAN AND FLICK—"Civics and Industry"—McGraw-Hill Co.
NICHOLS—"New Junior Business Training"—American Book Co.
MYERS, LITTLE AND ROBINSON—"Planning a Career"—McGraw-Hill Co.
PROCTOR—"Vocations"—Houghton, Mifflin
SMITH AND BLOUGH—"Planning a Career"—American Book Co.
TUFTS—"The Real Business of Living"—Holt
WIESE AND RETICKER—"The Modern Worker"—Macmillan

Much printed literature is issued by business firms, railroads, Chambers of Commerce, and similar organizations, which will be very helpful in studying certain topics. Teachers and perhaps pupils should also be familiar with such materials as the monthly publications of the National City Company, New York, Nation's Business, published by the National Chamber of Commerce, Washington, and the publications of labor organizations. The World Almanac, the publications of the Bureau of the Census and other bureaus in the Department of Commerce, and similar sources of information, should also be used.

An Introductory Test for Part Three

The teacher may wish to give the class the following test and at the close of the study of Parts Three and Four, give the same test again for purposes of comparison and testing of progress. Drawing a circle around the T means you think the statement

is correct; ?, you have no idea whether it is true or false; F, you think it is false. (This test can readily be given orally, with the pupils writing the proper answer as each statement is read.)

1. The railroads of our country are owned and operated by the national government. T ? F
2. The best way for a community to help its poor people is to give each one a certain amount of money each week or month. T ? F
3. Americans have been very careless with the way they have used such natural resources as forests and water power. T ? F
4. Every person who is able to save money should buy stock in some well-known corporation. T ? F
5. For every dollar's worth of paper money in our country a dollar's worth of gold or silver is kept in our treasury. T ? F
6. In late years there has been a steady tendency for small business organizations to unite with big ones. T ? F
7. Since 1910 our states have been spending more money for roads and highways than they ever did before. T ? F
8. People living hundreds of miles away have a part in providing the food on most of our dinner tables. T ? F
9. Primitive man was much more dependent upon his immediate surroundings than are men of today. T ? F
10. In all stages of industrial progress men have had to spend about the same amount for tools and machinery. T ? F
11. There are many valuable possessions which cannot be measured in money. T ? F
12. The success of both the farmer and the factory owner depends upon a wise use of all the factors in production. T ? F
13. It is desirable for most people to spend a considerable time in preparation before entering upon their life work. T ? F
14. Food, clothing, and shelter have been fundamental wants of men from the very beginning of time. T ? F
15. The natural resources of the United States are exceedingly rich and varied. T ? F
16. If the farmers of a country are poor and unhappy the whole nation is likely to suffer. T ? F
17. The private ownership of land has given rise to many of our present-day problems. T ? F
18. First-class highways have only recently been available to many country districts. T ? F
19. Our railroads are more prosperous now than they have ever been before. T ? F
20. Most of our present conveniences in the way of communication were known to Americans when our country became independent. T ? F
21. One of the purposes of forming a corporation is to enable many investors to participate in the same industrial activity. T ? F
22. A middle-man in business is one who lives near the business center of his city. T ? F
23. If a firm engages in misleading advertising, it may be called to account by the federal government. T ? F
24. A skilled tradesman usually needs to have had a period of apprenticeship or some other special preparation. T ? F
25. Several different kinds of skilled tradesmen are required in the construction of houses and office buildings. T ? F
26. Employers and employes are much more friendly now with one another when away from work than a hundred years ago. T ? F
27. One of the most common means by which labor organizations try to secure their demands is by quitting work in a body. T ? F
28. Anybody has the right to write checks if he has the necessary blank forms in his possession. T ? F
29. If you deposit a ten dollar bill in a bank the bank will give that bill back to you when you ask for it. T ? F
30. A very large part of the business transactions of this country are carried on without the use of actual money. T ? F
31. A monopoly exists when any person or group of persons can control the amount that can be produced of a certain commodity. T ? F
32. Our government has found big business so unselfish and well-disposed that it is unnecessary to pass many laws for its regulation. T ? F
33. When several small stores are built and operated side by side we have what is called a chain store. T ? F
34. Very much valuable service is rendered in the business world by those who have almost no part in the making of material things. T ? F
35. Those who are connected with the learned professions as a rule need very long periods of preparation. T ? F

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| 36. Firms who take no thought in advance in regard to their expenses are very likely to get into difficulties. | T ? F |
| 37. The amount of money that a person receives as wages may mean a good deal more in some places than in others. | T ? F |
| 38. Poverty is frequently the result of conditions over which a worker has very little control. | T ? F |
| 39. It makes little difference what one studies in school so far as his vocation in life is concerned. | T ? F |
| 40. Some people can be very successful in certain occupations who would be hopeless failures in others. | T ? F |

UNIT XI—FOUNDATIONS OF OUR ECONOMIC LIFE

Purpose

We who are taking up this study today have entered upon the scene long after the great drama of human progress started. We will not pretend to count the number of scenes and episodes that have already occurred, but it is well that we should understand how far along we are on the road of human achievement. After studying that, we may better appreciate the opportunities that are ours, and be filled with a determination to use our advantages in the further improvement of ourselves and our fellow-men.

Whether men live in the crude and simple style of the days of the cave man, or whether they enjoy all the conveniences and mechanical improvement of our own day, they have always had wants. We need not think that to have wants necessarily means greed and selfishness, for wants may be felt for things that make one better or his fellowmen happier. Everything that men do in connection with the economic side—and perhaps with any side of their life—is concerned in some way with the satisfaction of wants. It is important, then, that we should understand some of the facts about human wants and some of the terms that are used in talking about human wants and their satisfaction.

A. Economic topics as the basis for study of Part Three

1. What does *economic* mean?
2. How would you define such names of subjects as: *economics, economic civics*?
3. Why are subjects of this kind particularly important in these days?
4. Make a list of things which a good citizen should be able to know or do and put a star in front of those items which are wholly or partly economic.
5. What benefits should be derived from this study?

B. Some practical suggestions for making the course most useful

1. Plan special projects. (Each member of the class should be responsible for the preparation of some of the special projects and reports suggested in connection with the various units. See that a schedule of these assignments is made out far enough in advance so that a reasonable adjustment of time can be made for the pupil to do the work, and that

reports can be given to the class at the time when they will do the most good.)

2. Make a list of parallel textbooks and other books of supplementary reading which the class will use for reference.
3. Make a list of newspapers or magazines which are likely to contain information about this subject.
4. Make a list of useful illustrative material which will be helpful in this study.
5. Make a list of trips and visits to industrial establishments or other places which the entire class or committees of the class may take.

C. Some principles underlying human wants

1. Explain the difference between *wants* and *needs*
2. What fundamental needs must be met in order for human beings to live?
3. Explain some classifications of wants
 - a. Personal or primary; material or secondary
 - b. Individual; community or social
 - c. Helpful; harmful
 - d. Present; future
4. Point out how human wants have changed in character and extent during the last century
5. Is there any limit to human wants?
6. Are wants necessary to progress? Is contentment a desirable or undesirable state of mind?

D. Material means by which wants may be satisfied

1. Distinguish: *possessions, goods, services, wealth*
2. Distinguish two great classes of goods: *free, economic*
3. Explain the forms that wealth may take
 - a. *Real property; personal property*
 - b. *Public property; private property*
4. How goods satisfy wants
 - a. *Utility*: meaning, kinds
 - b. *Value*: meaning, kinds

E. The place of work in human life

1. Just what is meant by *work*?
2. Why is work necessary?
 - a. To the individual
 - b. To the general good
3. What motives cause people to work?
4. Explain the two fields of work: *mental, physical*

5. Is all work equally important and effective?
 - a. Is there any difference in dignity or social standing among different kinds of work?
 - b. Is a man lucky if he does not have to work?
 - c. Explain the law of least social cost as applied to work.

F. The circle of our economic activities

Phase	Definition	Example	How each depends upon the other
Consumption			
Production			
Exchange			
Distribution			

The "circle" idea is brought out on page 66 of Hughes, *Fundamentals of Economics*

G. The factors in production

1. Define and explain the services of each of the factors in production—land, labor, capital, management
2. Give examples of the use of each of these factors in several varied occupations or professions
3. What term is applied in economics to the returns from each factor?

H. Conditions that are necessary to satisfactory progress

1. Individual freedom: of contract; of opportunity
2. Competition in service
3. Individual health and efficiency
4. Cooperation
5. Security
6. The square deal

I. Our individual responsibility

1. Into what periods may our economic life be divided?
 - a. The period of educational training
 - b. The period of work
 - c. The period of retirement or economic independence (Explain each of the terms used in characterizing these three periods.)
2. What personal questions should we always keep in mind?
 - a. To what extent am I responsible for the success of my own economic life?
 - b. To what extent am I responsible for the economic welfare of others?
 - c. What are some things I must know and do in order to meet these responsibilities?

Suggestions for Special Projects and Reports

Ways in which the wants of an individual are limited

The most important community wants

The importance of the square deal in our economic life

Resolved, That it is wrong for any man to refrain from regular employment

Resolved, That progress depends upon a constantly increasing number of human wants

Abraham Lincoln's boyhood wants as compared with our own

The wants of John Smith (Consider him as an individual at home, as engaged in some occupation, as a member of his community, as interested in human progress generally. Group his wants under these different headings.)

How children may be trained to develop the right kind of wants

Why individual wants differ

When, if ever, should an individual be perfectly contented

Some people who have wished to benefit their fellow man

Some Names and Terms We Should Understand

wants	consumption
needs	production
possessions	exchange
goods: free goods,	distribution
economic goods	factors in production
services	land
wealth	labor
real property	capital
personal property	management
public property	rent
private property	wages
utilities	interest
value: in use; in exchange	profits
work	retirement
law of least social cost	economic independence
economic activities	economic responsibility

Topics We Should Be Able to Discuss

- What fundamental or outstanding characteristics do we notice as we study human wants?
- By what kinds of material things or human services may human wants be satisfied?
- What place in human life and interests does work occupy?
- What elements or factors appear in every productive activity of men?
- What conditions are necessary to the making of satisfactory progress in human life?
- What personal responsibility does each of us have for his own and others progress?

Special Reference Material

CARLTON—"Elementary Economics," Chapters III, IV

CARVER AND ADAMS—"Our Economic Life," 1-20, 92, 93

HUGHES—"Economic Civics," 1-36, 59, 60, 80, 81, 99-104

HUGHES—"Fundamentals of Economics," Chapters II, IV

HUGHES—"Textbook in Citizenship," 245-247, 287, 288, 293-296, 371, 372

JOHNSON—"We and Our Work," Chapters I, VI, VIII

JANSEN AND STEPHENSON—"Everyday Economics," Chapters I, III-V

JONES AND BERTSCH—"General Business Science," Unit 12

KINSMAN—"Economics," Chapters II, III

LAPP—"Economics and the Community," Chapter II

"Lessons in Community and National Life," A-2

LYMAN AND HILL—"Literature and Living," Book Two, 123, 124

MARSHALL AND LYON—"Our Economic Organization," Chapters I, II

MORGAN AND FLICK—"Civics and Industry," Chapters V, VI

MYERS, LITTLE AND ROBINSON—"Planning Your Future," Chapters II-IV

TUFTS—"The Real Business of Living," Chapter XXIV

UNIT XII—HOW MAN HAS LEARNED TO WORK WITH NATURE

Purpose

The foundation upon which every industry and occupation rests is land or some other form of the gifts of nature. Without it the most ambitious project could not be brought to realization and the loftiest ideal would remain in the realm of the imagination. So it is important that we should give very early consideration to natural resources and the part they play in the gratifying of human wants. We

shall see that man has steadily gained more and more knowledge of the gifts of nature and is no longer so completely dependent upon his surroundings as was primitive man. Especially in the field of transportation and communication we have found out how to harness nature's powers to our own service. There still are serious problems, however, in the wise use of natural resources and power.

Section One—The Progress of Man's Control over Nature

A. How did primitive man live?

1. Bring out the general crudeness of living conditions among early men
2. What facilities did the earliest men have in regard to food and shelter?
3. What were primitive man's attitudes toward the forces of nature? (What do we mean by *nature worship*?)
4. What change can you see in man's attitude toward nature today as compared with the feelings of primitive man?
5. Recall man's first attempts to conquer nature in the making of tools and weapons, the cultivation of the soil, the domestication of animals, and in learning to use fire

B. The stages of economic advancement

Age	General features	How and why an improvement	How much of it survives today
Hunting and fishing Pastoral Agricultural Handicraft Industrial			

C. The influence of natural environment

1. Point out ways in which individuals whom you know or have read about have been influenced by the natural conditions under which they lived?
2. Show how natural resources or geographical situation has affected the progress of particular nations
3. Give examples from the history of our own country of the effect of natural conditions or resources upon our political or social or economic life
4. Can man overcome unfavorable natural conditions? If so, give examples
5. Give examples of the way science has enabled man to use nature's gifts or forces for his own benefit. What do the names of Luther Burbank, Madame Curie, and Louis Pasteur suggest in this connection?
6. What are some natural forces which man has not yet learned to control? Are there any prospects that he may learn to master these?

Suggestions for Special Projects and Reports

The life of the Indians (use pictures, drawings, etc., to make this seem real)

A comparison between life in this section of the country before the white men came with the life of the neighborhood today

How men tamed the animals

A series of drawings showing the differences in certain phases of human activity at different times, such as: light, heat, transportation, and the like

Section Two—The Use of Land and Other Natural Resources

D. What nature has done for the United States (On a map of the United States locate important geographical features and the source of important products as they are mentioned in the discussion of this topic.)

1. How large is the territory of the United States and what in general, are the facts about its situation?
2. How well is it supplied with water resources such as bays, lakes, rivers, and the like?
3. What are the chief metal and mineral products of this country and where are they mainly found?
4. What are the facts about forest resources, past and present?
5. What forms of animal life has nature provided here?

E. Products of world-wide use, depending upon the use of land

1. Which of these do we produce in abundance?

Product	Sections and states which produce it	Rank of the United States in its production
Wheat Meat Coal Iron Cotton Lumber		

2. What are some important products which we use but of which we produce little or none?

Product	Chief sources	Special uses

Use the World Almanac or similar sources of information for statistics about these products?

F. The problem of conservation

1. How have we used our natural resources?
 - a. Give some examples of gross or unnecessary waste
 - b. Why has this wastefulness occurred?
2. What is the importance of *conservation*?
 - a. Just what does the term mean?
 - b. Why is it important?
 - c. How and by whom was it prominently brought to the attention of the American people?
3. Summarize our outstanding activities in the field of conservation

Natural resource	Why conservation is needed	Means by which conservation is promoted
Forests Metals and minerals Water Land Animal life		

4. In the case of each of the natural resources mentioned, is the work of conservation carried on by the state or the national government and under what officials? Just what is Pennsylvania doing in each case? Do you think the national government should assume much responsibility in these matters? Why?
 5. What special problems does the mining industry face today?
 6. How has our desert land been made useful? Mention some notable irrigation projects about which you have read or studied.
 7. Can young citizens aid in the work of conservation? If so, how?
- G. Problems connected with land
1. How has private ownership of land produced problems?
 - a. How did private ownership come into existence?
 - b. What are its advantages and its disadvantages?
 - (1) To the individual
 - (2) To society
 - c. What abuses are connected with private ownership of land?
 2. Problems connected with the transfer of ownership of land
 - a. What steps are or should be regularly followed in connection with the purchase of real estate?
 - b. What is a *deed*?
 - c. What is a *mortgage*?
 3. Problems connected with the use of land in cities
 - a. Distinguish between the use of the word rent in economics and in everyday language. In what ways is economic rent a city problem?
 - b. What difficulties arise in connection with the assessment and paying of taxes?
 - c. What problems are connected with the improvement of land and other forms of real estate in cities?
 - d. How and why do changing values in land cause difficulty? What is meant by the "unearned increment?" Is there any way to relieve this problem?
 - e. Discuss nature and values of the work of real estate agents. Have they opened any "developments" in your neighborhood?
 4. Problems affecting rural land
 - a. Explain the *law of diminishing returns*. (The work of this law is most evident in connection with rural land situations, but the pupil should be sure to get the impression that it applies to urban condi-

tions and to other items than land as used for cultivation.)

- b. Why are farm mortgages often a source of distress in rural communities?
 - c. Is tenancy rather than ownership an influence for good or evil?
5. Problems connected with public lands
- a. What do we mean by *public lands* and how did they come into existence?
 - b. What has our government done with its public land?
 - c. Discuss the policy of leasing as compared with selling the use of natural resources on public lands
6. Agriculture as fundamental occupation
- a. What is its importance to society?
 - b. Why are fewer people now engaged in agriculture than formerly?
 - c. Classify the different kinds of agriculture or farming and indicate where each is carried on most extensively.
 - d. What are the most notable attractive features of agriculture?
 - e. What special problems are connected with agriculture?
 - (1) To what extent are weather conditions a source of difficulty?
 - (2) What financial difficulties do farmers sometimes face? Explain some of them.
 - (3) How has the federal government tried to help farmers solve their problems—financial, marketing, or otherwise?
 - f. What particular features of planning or administration are connected with the successful operation of a farm?

Suggestions for Special Projects and Reports

How man has overcome unfavorable situations
 What we have learned and what we do not know about electricity
 What science has done to improve human life
 The work of Luther Burbank
 Can the government aid in regulating the output of farms and mines?
 How the American people became interested in conservation
 The natural resources of Pennsylvania
 The work of the Department of Forests and Waters in Pennsylvania
 Metals and minerals of Pennsylvania and problems connected with them
 Great achievements in desert cultivation
 What the Hoover dam is expected to do for the southwest
 What can we do in school to develop an interest in conservation?
 The bird life of Pennsylvania and its protection
 The fish and game laws of Pennsylvania
 Clubs and activities for rural schools
 The work of 4-H clubs
 What would be the effect if private ownership of land should be abolished in this state?
 A study of the changes in title to a particular piece of land (if possible carry it through from the time of William Penn to the present)
 Mortgages—When are they helpful and when are they harmful
 Property values in our block—How do they compare with one another and on what are they based?
 Is our neighborhood improving or going backward as a desirable region to live in? (Explain the situation.)
 Real estate agents in our community
 The story of a mortgage

Tenant farming: Its advantages and disadvantages
 Our public lands today
 The story of Teapot Dome
 A typical farm in 1795, 1895, and 1930
 The operation of a big wheat ranch
 What is wrong with the coal industry?
 Social life on the farm
 Rural roads in Pennsylvania
 A conference in a farmer's family with reference to their particular problems
 How the farmer is affected by the weather
 Kinds of farming for which Pennsylvania is suited
 Lumbering in the United States
 Ways in which gold mining is carried on
 The iron mines of northern Minnesota, with special reference to their relation to Pittsburgh
 What science has done for the farmer
 Posters and slogans calling attention to desirable features of farm life, the need of some form of conservation, and the like
 Some destructive floods
 The flood problem in Pennsylvania
 The story of Pymatuning Swamp
 How campers may help in conservation
 The history of the Imperial Valley
 Famous waterpower projects
 Niagara Falls and its uses
 Tree surgery and its benefits

Section Three—Man's Progress in Transportation and Communication

Items in this Section which have been satisfactorily covered in the pupils' study of History will need to be merely recalled at this point.

- H. Some ways in which speedy transportation and communication are significant
1. Compare travel between Pittsburgh and Philadelphia in 1800 with similar travel today.
 2. Specify five common features of school or home life that would be impossible if we had to go back to the conditions of transportation that prevailed in 1800.
- I. The stages of development of travel and transportation by highways
1. Mention the chief early means, as walking, the use of pack animals and sledges, and discuss the advantages and disadvantages of each
 2. Show how the use of wheels and carts was of great importance. Discuss this statement: ("Civilization has advanced on wheels")
 3. Trace the use of different materials in the construction of roads (Show how each kind has advantages over some earlier ones and discuss the suitability of each for different conditions of travel) Paths, dirt roads, Roman highways, cobblestone, brick, macadam, asphalt, wood block, cement, concrete
 4. What conveyances have been used on highways prior to the automobile? (Draw sketches of different types of conveyances and point out their uses and disadvantages.)
- J. Developments in water travel and transportation
1. Early means: (Discuss the advantages and disadvantages of each) swimming, dugouts, rowboats, sailboats (Trace the progress in the use of sails on various kinds of vessels)
 2. The steamboat
 - a. Early inventors
 - b. The economic significance of the steamboat
 - c. Kinds of steam vessels now in service
 - d. Modern ocean liners
3. The development of a *merchant marine*
- a. Explain the meaning of the term
 - b. What countries have developed one extensively and why?
 - c. What has been the history of the United States in regard to its merchant marine?
4. Canals and their usefulness
- a. Why were canals constructed and how did they improve transportation?
 - b. Why was canal construction in the United States overdone in the first half of the 19th century?
 - c. Mention some of the famous canals of the world and point out why they are important
 - d. Draw a sketch showing how the locks in a canal work
 - e. Where do you think canals can be constructed with benefit to this country? Discuss the importance of this proposition to any part of Pennsylvania
5. Can our natural waterways be further developed?
- a. Give some notable examples of improvements in our ports
 - b. Discuss the importance of the Ohio and Mississippi Rivers
- K. The progress and services of the railroads
1. Give some account of the first railroads and locomotives
 - a. Who were some of the early inventors who worked in this field?
 - b. How were the early roads and engines constructed and operated?
 - c. When did the railroad first come to our vicinity
 2. Show how the railroads have expanded and improved
 - a. Give statistics or show by graphs or diagrams the extension of railroad mileage here and in other countries
 - b. Show how great railroad systems came into being and locate the most important ones on a map of the United States
 - c. What conveniences and safety appliances have been added to railroad equipment? What does the name Westinghouse signify in this connection?
 3. What kinds of power have been used on railroads, and from what sources has it been obtained?
 - a. Early railroads
 - b. Recent changes
 4. Point out the immense importance of the services of the railroad
 - a. In what ways has it contributed to the progress of the nation?
 - b. What does our community owe to the railroad?

5. What disadvantages, inconveniences, or abuses have appeared in connection with railroads and their operation?
 6. What special problems are the railroads facing today?
- L. Street railroads and interurban lines
1. What is the nature and value of the service they render?
 2. Why have few of them been prosperous in recent years?
- M. Automobile
1. Give some account of the early inventors of automobiles and the nature of the first cars
 2. What improvements have been made and what are the outstanding features of present machines?
 3. What problems have been introduced or made serious by the automobile?
 - a. Should everybody be allowed to drive a car?
 - b. How have traffic problems been changed or intensified?
 - c. To what extent does the automobile carry on regular freight or passenger business?
 - d. How has the automobile affected other means of transportation?
- N. Air traffic
1. What early experiments serve as the beginning of aeronautics?
 2. Who were most successful in making air traffic practicable?
 3. Discuss the present development of air transportation
 - a. What kinds of air traffic are now in operation?
 - b. To what extent and in what way are they regularly used?
 - c. Compare air transportation in this country and in other countries. Locate the chief air routes on a map of the United States.
 4. What are the prospects of air traffic in the future?
 - a. What improvements are needed to increase its availability?
 - (1) In mechanical construction
 - (2) In air transportation
 - (3) In weather service
 - b. Is it likely to supercede other forms of transportation?
 - c. To what extent is our community interested in it?
- O. Messenger and postal service
1. What were the earliest means of sending messages?
 2. Tell about the beginnings of postal service
 3. Trace the progress of postal service in the United States
 - a. How and when did it begin?
 - b. How extensive is it today?
 - c. By what means is mail carried?
 - d. What activities, other than carrying letters, have been taken on in recent years?
 - e. What are the classes of mail and what is the basis of rates for each class? (Have some examples of different weights of material prepared and have the class determine the proper postage.)
 - f. What special problems does the United States postal service have to face today?
4. Tell some facts about postal service outside the United States
- a. To what extent do the postal activities of other countries correspond to or differ from those observed in this country?
 - b. What is the work of the Universal Postal Union?
- P. How electricity serves us by way of communication
1. The telegraph
 - a. Trace its beginnings
 - b. How has it developed and by whom is it chiefly carried on?
 2. The telephone
 - a. Tell the story of the first experiments of successful inventors in this field
 - b. Trace the development of the telephone in business, pointing out how it has expanded and how combinations have taken place
 - c. What are the most recent changes in methods of operation, rates, and the like?
 3. Cable lines
 - a. Tell about the first successful efforts to operate an Atlantic cable
 - b. How have cable lines been extended and where are the most important ones now located?
 - c. What has been the importance of international cable service?
 4. Radio
 - a. Tell about the beginning of "the wireless"
 - b. How and in what ways has the radio been developed?

Locate on a map of the United States some of the most important stations
 - c. What kinds of service are rendered by radio stations?
 - d. How are radio stations supported? (Compare the policy in this country with that of other countries.)
 - e. What special problems do we notice today in connection with the radio?
- Q. The contribution of modern facilities in communication and transportation to our lives
1. Point out the many ways in which they contribute to our convenience
 2. How do they promote a sense of unity within the nation and among nations?
 3. How do they serve us in bringing news?
 4. What do they mean for the comfort and happiness of individuals? (Quote the inscription on the post office in the city of Washington.)
 5. How have they contributed to the improvement of rural life?

- a. What effect upon rural districts is produced by good or bad highways?
- b. What principles should govern highway construction in rural districts?
- c. To what extent do rural highway problems affect the interests of city people?
6. How have they contributed to the movement of people from place to place?
 - a. Give notable examples of their value in the settlement of the United States
 - b. Would migration from country to country occur on an extensive scale without them?
 - c. Is convenience of migration an advantage? (In what ways may "the immobility of workers" be a detriment to them and to industry?)
 - d. Do they promote or retard international peace and good will?

Suggestions for Special Projects and Reports

A trip from Philadelphia to Pittsburgh in 1820
 How a first-class concrete highway is constructed
 The work of the Pennsylvania Department of Highways
 The main highways of Pennsylvania
 What good roads have done for the farmer
 Early inventors of the steamboat
 Modern ocean liners
 How canals contributed to the early development of the United States
 The story of the Suez Canal
 The story of the Panama Canal
 The Soo Canal and its significance to American industry
 Should there be a canal from Pittsburgh to Lake Erie?
 The importance to our community of water transportation
 The Ohio River as an artery of traffic
 Mississippi River transportation in Mark Twain's day
 How the first railroads were constructed
 America's first railroad
 The story of the Pennsylvania Railroad
 How the railroad came to our community
 The first transcontinental lines
 Problems that have been caused by railroads
 Improvements in safety for railroad workers and passengers
 The fate of interurban railways
 The advantages and disadvantages of travel by bus
 The beginnings of the automobile
 Traffic problems which the automobile causes
 What car would I buy and why?
 The social effects of the automobile
 The first experiments in travel in the air
 The Wright brothers and their achievements
 The story of "We"
 The airplane as an aid to exploration
 What is needed for a first class airport
 The air mail
 The hazards of air traffic—Can they be removed?
 The beginnings of postal service in the United States
 Ways by which the mail is carried
 What the post office does in addition to carrying mail
 The organization and activities of our local post office
 The experiences of a letter (From the time of mailing until received by addressee)
 Mail service in rural districts
 Morse and his telegraph
 The organization and operation of a great telegraph company
 Bell and his contemporaries
 The operation of a telephone exchange
 How to make telephone service most efficient (Consider every person connected with it)
 The achievements of Cyrus W. Field
 The early days of "wireless"
 The history of KDKA
 Radio programs; good and bad
 An experience before the microphone

Some Names and Terms We Should Understand

primitive man	different kinds of highways
age of metal	different forms of boats and ships
economic progress	merchant marine
pastoral	ship subsidy
agricultural	ocean liner
handicraft	canal
industrial	canal lock
industrial revolution	railroad
inventions	railroad system
domestic system	mobility of workers
factory system	interurban lines
machine age	aviation
natural resources	airplane
environment	Zeppelin
gifts of nature	balloon
nature worship	blimp
conservation	airport
irrigation	postal service
reclamation	universal postal union
private ownership	railway mail service
assessment	postmaster
deed	telegraph
mortgage	Western Union
unearned increment	Postal Telegraph
law of diminishing returns	telephone
tenants	switch board
public lands	dial system
leasing	cable
transportation	radio
communication	broadcasting system
highways	

Topics We Should Be Able to Discuss

What means of supporting himself, and what facilities for comfort, did primitive man have?
 By what stages has man advanced to better and easier conditions of living
 Do we understand the world in which we live better than did the men of olden times?
 What are the chief characteristics of this economic age of which we are a part and whose outcome may depend upon us?
 What are some notable examples of the influence of natural environment upon men and nations?
 To what extent has man gained an understanding and control of nature?
 What has nature done for the United States in providing a supply of natural resources?
 Why have we been wasteful in using these natural gifts, and in what ways are we now practicing their conservation?
 What problems are particularly perplexing with reference to the ownership of land?
 What have been the stages of development in roads and highways over which man and beast may travel?
 What has water transportation meant to the world and how have its facilities been developed?
 What have railroads and street railways done for the promotion of commerce and communication?
 How have the new conveniences supplied by the automobile changed our social and economic life?
 What has been accomplished in the mastery of the air, and what are the prospects of its development?
 How have the various agencies in the postal service contributed toward convenience and progress?
 How does electricity serve us through the telegraph, telephone, cable, and the radio?
 In short, in how many ways do our modern facilities for communication and transportation help in the giving of life, vigor, and unity to our modern world?

Special Reference Material

ADAMS—Description of Industry, Chapters I, II, IV, VI
 CARLTON—Elementary Economics, Chapter I, II, XII, XVII
 CARVER AND ADAMS—Our Economic Life, Chapters II-IV, 87-92
 DUNN—Community Civics, Chapter XIX, XX
 EDMONSON AND DONDINEAU—Citizenship through Problems, Chapter XX, XXI
 HASKIN—The American Government, Chapter VII
 HILL—Community and Vocational Civics, Chapters XXII, XXVIII, 491-503

HOLBROOK AND MACGREGOR—Our World of Work, 206-222
 HUGHES—Economic Civics, 79-99, 106-112, 190-208
 HUGHES—Fundamentals of Economics, 419-424
 HUGHES—Textbook in Citizenship, 289-292, 212-244, 371-384
 JANZEN AND STEPHENSON—Everyday Economics, 63-75, 294-298, 388-407

JOHNSON—We and Our Work, Chapters II-V
 KING AND BARNARD—Our Community Life, Chapters VII, X
 KINSMAN—Economics, 197-215
 LAPP—Economics and the Community, Chapters XVI, XX
 LEVIS—Better Citizenship, Chapters XIII, XIV, XVII
 LYON—Making a Living, Chapters XV, XVI
 MARSHALL—Readings, Chapters I-IV, VII, VIII, 279-298
 MARSHALL—Story of Human Progress, Chapters I-IV, VII, VIII

MARSHALL AND LYON—Our Economic Organization, Chapters VIII, XXIII

MORGAN AND FLICK—Civics and Industry, Chapter VII
 RUGG—An Introduction to American Civilization, 419-442, and Unit V

TUFTS—The Real Business of Living, Chapters II, XV, XVIII, XXXI

Book of Knowledge: references under Agriculture, Irrigation, etc., in General Index; references under Food and Its Sources, 7524, 7625; Transportation and Communication, 7624, 7625

Compton's Pictured Encyclopedia: How the Farmer Feeds the World, 43-49; pertinent references under Marvels of Science and Invention and The World at Work, in introductory pages of each volume; references in Index volume under Transportation, Post Office, Telegraph, Telephone, Wireless

Weedon's Modern Encyclopedia: references under Business and Industry, Everyday Things through Magic Spectacles, in first pages of each volume, and under specific headings in Volume VIII

World Book: specific references in Guide Volume under Agriculture, 7991-8007; Conservation, 8679; Communication, 8575-8576; Transportation of Goods and People, 8576-8578; Transportation and Communication, 8174-8178

LYMAN AND HILL—Literature and Living, Book Two, 1-222, 343-488, 540-578

BRIGHAM—From Trail to Railway through the Appalachians

CALDWELL AND SLOSSON—Science Remaking the World

CASSON—The History of the Telephone

COLLINS—The Wireless Man

DARROW—Masters of Science and Invention

DEKRUIF—Hunger Fighters

DUKE—Airports and Airways

EARLE—Stage-Coach and Tavern Days

GABRIEL—Toilers of Land and Sea

GRANT—The Story of the Ship

HOWDEN—The Boys' Book of Railroads

KEIR—The Epic of Industry

KEIR—The March of Commerce

LOOMIS—Radio Theory and Operating

MOFFETT—Careers of Danger and Daring

MOODY—The Railroad Builders

MOONEY—Air Travel

REAVIS—Telephone and Telegraph

ROPER—The United States Post Office

SPUR—Motor Vehicle Transportation

TAPPAN—Diggers in the Earth

TOWERS—Masters of Space

WARMAN—The Story of the Railroad

BEACH—The Iron Trail

CLEMENS (Mark Twain)—Life on the Mississippi

CLEMENS—Roughing It

GARLAND—A Son of the Middle Border

HARTE—The Luck of Roaring Camp

HIMROD—Johnny Appleseed

LINDBERGH—We

LONGFELLOW—Hiawatha

MEEKER—Ox-Team Days on the Oregon Trail

QUICK—Vandemark's Folly

ROLT-WHEELER—The Boy with the United States Mail

ROLVAAG—Giants in the Earth

SHARP—The Story of a Thousand Year Pine

WHITE—The Blazed Trail

WRIGHT—The Winning of Barbara Worth

UNIT XIII—MANAGING AND CONTROLLING BUSINESS

Purpose

We have been giving our attention mainly to the way man has made use of one of the four factors in production—land. We have also studied how he has overcome natural difficulties which kept men apart, and how he has used the earth's surface, the water, the air, and other natural forces, to carry him, his products, and his messages. We know, of course, that all this could not be done without the constant activity of human beings, which we call labor. Next let us take up the application of the other two factors—capital and management—and see how they are employed to carry on the great activities of production. The employment of these activities we often speak of in a general way as business.

Exchange, you recall, was said to be one of the four fundamental phases of economic activity—and why? In order to live and to be comfortable we buy products of other people's labor, and we sell our own labor or the products of it. This process of buying and selling is inseparably bound up with every occupation in life. We must understand some of the fundamental principles of trade and the means by which it is carried on. Money and all that money means in the business world is something that we do not know how to do without.

In addition to providing the system of coinage and currency which is so fundamental to modern business, and assisting in other ways in furnishing "oil" which helps the business machine to operate smoothly, there are numerous ways in which the government directs the course of business so that it may benefit the entire country and not merely those who make a profit out of it for themselves. Sometimes it aids, sometimes it restrains, sometimes it even forbids. Just what does it do in these fields? Does it do enough? Some, indeed, want our government to control all property, business, or land.

Section One—How Business Is Organized and Managed

A. What varied activities are included under business management?

1. Some definitions of common terms: *management, business, business man*. (Give examples of 8 or 10 kinds of occupations or activities which might be included under the head of "business")
2. What considerations would influence the choice of a location for a business? (Consider such examples as a news stand, grocery store, cotton mill, furniture factory, an automobile agency.)
3. What does a business man have to do? (See Lyon, Making a Living. 109-113)
4. What considerations would influence a person in deciding what kind of business to go into?
5. Study some examples of successful business men. Try to find out the reasons for their

- success. Are business men valuable to a community?
- Nationally known men, such as John Wanamaker, F. W. Woolworth, Henry Ford
 - Well-known business men of our neighborhood
- B. What forms of business organization are most generally used?
- What contributions, personal or material, can a person put into a business?
 - What are the simplest forms of business management?
 - What are the advantages and disadvantages of each of these forms? Illustrate from different professions and occupations such as grocer, physician, lawyer, filling station, restaurant, etc.
 - What place in the modern business world do corporations have?
 - What is a *corporation*?
 - What steps are necessary to form one?
 - What advantages are supposed to be gained through the corporate form of business organization? Are there any disadvantages?
 - How large a part of modern business is done through corporations?
- C. What is the work of capital in business?
- Review the definition of capital. Distinguish between *wealth*, *capital*, *funds*
 - Mention different forms that capital may take
 - Distinguish between the terms *capital* and *capital goods*
 - When is money capital and when is it not?
 - Who are really capitalists? May you be a capitalist?
 - Can any form of business be carried on without capital?
 - How may capital be obtained?
 - Personal savings and wealth
 - Borrowing
 - Promissory notes and their use
 - Bonds
 - In what forms are they issued and how are they paid off?
 - How are they sold?
 - What rights in a business does a bondholder have?
 - Stock
 - Explanation and kinds
 - The rights and responsibilities of stockholders
- (If possible, bring in specimens of stocks, bonds, and other securities)
- What qualities should a good investment have?
- D. How important is *large-scale* or *mass production*?
- Explain and give examples of it
 - What features of organization are typical of a large-scale establishment?
- What advantages and disadvantages does it possess? Is it suitable for all kinds of business?
 - Biographies of famous organizers of large businesses; e. g., Andrew Carnegie, Charles M. Schwab, John D. Rockefeller, Sr. and Jr.
- E. To what extent have business combinations occurred in this country?
- Trusts*
 - What special meaning does the term have here?
 - Why were they unpopular?
 - Other means of attaining the same end
 - Holding company*
 - Interlocking directorate*
 - What is a *merger*? Why might it be formed? Give examples
 - What is meant by *monopoly*?
 - When does a monopoly exist?
 - What kinds of monopolies are there?
 - What are the results of monopoly to the monopolist?
 - What are the effects of monopoly on the public?
- F. What are some of the methods and problems that appear in marketing the products of industry?
- Distinguish these terms? *original producer*, *middleman*, *ultimate consumer*
 - Trace the list of people who might possess, own or handle a commodity from the original producer to the final purchaser; e. g., a carton of Shredded Wheat, a spool of thread, a suit of clothes, a book
 - Explain types of marketing that have become prominent
 - Examples: *chain store*, *mail order house*, etc.
 - Discuss the advantages and disadvantages of each to the managers of such forms of business, to small retail store keepers, to the public in general
 - What is the function of advertising in business?
 - What are the purposes of advertising?
 - What forms does it take?
 - Is it desirable for all kinds of business and occupations?
 - What opportunities are there in advertising as a vocation?
- G. What are some special problems connected with business management?
- How do changes in fashions and customs affect business management?
 - What is the importance of insurance in the business world?
 - What should a business man do when business conditions are poor?
 - How will you go about getting started if you are thinking of establishing a business yourself?

5. Are there, or should there be, different standards of ethics in business from those of private life?
6. Would you personally like to be a business man or woman? Why or why not?

Suggestions for Special Projects and Reports

Have pupils carry on first-hand studies of advertising and selling methods. Give various groups of students the problem of determining the amount of scientific information they can get about a product sold in the average grocery store or drug store. Have students study the labels and advertising claims of these products, and if time permits, in a few cases make simple tests that will reveal the useful properties of such materials, and the price-cost relationship of the ingredients

Businesses that are likely always to be small-scale businesses

How to get a corporation charter in Pennsylvania

The story of some particular bond issue

Advertising: good and bad

A chart showing the organization of a corporation

A chart showing the organization of a large-scale business

Capital in our business

The mail order house—a detriment or a blessing?

The United States Steel Corporation

The 57 varieties

Scientific management

The Woolworth stores

Monopolies that are good

A successful factory

A modern department store

A country or small-town store

Section Two—How Trade is Carried On

- H. What is the importance of *exchange* or *trade* in modern business?
 1. Why does trade take place?
 2. What benefits does trade bring about in addition to the mere transfer of goods?
 3. What kinds of trade are carried on today? Are any of them more difficult than the others? If so, why?
 4. What is meant by *balance of trade*? Is it of any significance?
- I. In what ways does money serve modern business needs?
 1. What is *barter* and why is it unsatisfactory except on a limited scale?
 2. Explain just what *money* is and does
 - a. Give a definition of money
 - b. What services does money render? Would a person need money if he himself could produce everything he wanted?
 3. What qualities are desirable in materials to be used for money?
 4. What commodities have been used for money?
 - a. Primitive materials
 - b. Most common materials used today and why?
 5. In view of what has been said above, how can paper be used for money?
- J. The money system of the United States
 1. What is the standard of our currency system? Has it always been our standard? Explain *monometallism*; *bimetallism*
2. Mention the standard units of the currency systems of several other important countries
3. United States coinage
 - a. What denominations of coins are made today?
 - b. Where are our coins manufactured?
4. United States paper money
 - a. What different kinds of paper money are now in circulation?
 - b. What backing is there for each kind of paper money?
 - c. What is meant by *legal tender* and how does the term apply in connection with our money?
- K. What is the significance of credit in the modern business world?
 1. Give a good definition of *credit*
 2. What kinds and forms of credit and credit instruments are now in general use? Include an explanation of *book credit*, *checks*, *drafts*, *bills of exchange*, *promissory notes*, *money order*, etc.
 3. What benefits are derived from the use of credit?
 4. What disadvantages and dangers attend its use?
 - a. May it lead to excessive borrowing?
 - b. May it lead to undesirable speculation? (What is *speculation*?)
 - c. What is meant by installment buying? What are the advantages and disadvantages connected with it?
 - d. Make a study of the ultimate cost of some product purchased on the installment plan as compared with a cash settlement.
 5. How does the use of credit make international trade much simpler and easier than it otherwise would be?
 6. How are bonds and stocks marketed?
 - a. What kinds of transactions are carried on in the stock exchange? What does *Wall Street* signify in this connection? What is the *curb market*?
 - b. What is the nature of the work of bond and brokerage houses?
 7. What conditions are necessary to sound credit?
 - a. Honesty in producing and selling goods
 - b. Mutual and general confidence
 - c. Keeping of contracts. What is a *contract* and what do our laws and constitution expect with reference to contracts?
 8. How are profits in business determined? (Johnson, *We and Our Work*, Ch. XVI)
 - a. Define *assets* and *liabilities* and give examples of each
 - b. Define such terms as *journal*, *ledger*, *inventory*, and tell what use each has
 - c. Explain a *balance sheet*—its contents and its value
- L. What is the place of banks in modern economic life?

1. What is a *bank* and why are banks established?
2. What kinds of banking institutions do we have? Distinguish:
 - a. National and state banks
 - b. Commercial, and investment or saving banks
 - c. Mutual banks
3. What services do banks render to a community and to individual citizens?
 - a. How do they help in keeping business moving?
 - b. On what matters might individuals go to them for advice?
4. What are common regulations in regard to starting and maintaining a bank account?
 - a. How does your school savings fund operate?
5. What kinds of officials does a bank require?
 - a. Supervisory and managing officers
 - b. Tellers and clerks
 - c. Other workers
 - d. What qualifications are needed by bank employees?
 - e. What opportunities does banking offer for a life work?
6. How is a bank's business safeguarded?
 - a. How do banks protect themselves against dishonesty?
 - b. What is meant by *reserves*?
 - c. How does a bank manage its loans?
 - d. How is the inspection of banks carried on?
 - e. How does it happen that banks ever had to close their doors?
7. What is a *clearing house* and how does it serve the banks of a community?
8. Explain the chief features of the Federal Reserve System
 - a. What in general is its organization?
 - b. Show on a map of the United States the boundaries of the federal reserve districts and the location of the reserve bank in each district

M. How are prices and rates established?

1. Define fundamental terms such as *price*, *market price*, *normal price*. Do *value* and *price* mean the same?
2. What influences bear directly upon the fixing of prices?
 - a. What is meant by *supply* and what is its influence?
 - b. What is meant by *demand* and what is its influence?
 - c. How do these forces react upon one another?
3. When an article is produced by a monopoly, where is its price likely to be fixed?
 - a. How is the greatest profit likely to be gained?
 - b. What influences help to restrain monopoly prices?

4. Is it correct to call interest the price paid for the use of capital? What determines the rate of interest?

N. Hard times and good times

1. What do these terms mean? From the history of our country, review notable periods of business activity and business depression
2. What are some of the causes that have led to panics or business depressions? Is there any difference between these two terms?
3. What conditions prevail in such times? Are these conditions inevitable?
4. How are cases of bankruptcy handled?
 - a. Who or what is a *bankrupt*?
 - b. What proceedings are followed in cases of bankruptcy?
 - c. Is a bankrupt morally bound to pay his debts in full if he can?
5. By what steps do good times usually return? What is meant by the *business cycle*?

Suggestions for Special Projects and Reports

Ways in which trade benefits me personally
 The money of some leading foreign countries
 Revolutionary money and Civil War money
 How and where our paper money is made
 How the work of a mint is carried on
 Commodities that have been used for money
 The experiences of a check
 The banks of our community
 A description of a bank
 What happened to the \$100 I left at the bank
 What happens on the stock exchange
 The work of the clearing house
 The work of a Federal Reserve bank
 What caused this book (or desk, or something else) to cost what it did?
 How stores handle charge accounts

Section Three—How Government and Business Are Associated

- O. What is the importance of private business in the modern economic world?
 1. What benefits result from the private ownership of property?
 2. Are there any limits to what one may do with his own property? If so, mention some of them.
 3. What responsibility does the government have toward private property? Give examples
 - a. Protection (Constitution, Amendment V)
 - b. Regulation of its use
 - c. Encouragement of business helpful to the public welfare
- P. In what ways does the government aid business? Define terms when necessary and give examples. Discuss reasons for doing or not doing a particular thing
 1. Protects contracts
 2. Sets standards: weights and measures, quality of milk, etc.
 3. Grants *charters* and *franchises*
 4. Gives helpful information to farmers and business men

5. Extends aid in marketing: e. g., Federal Farm Board
 6. Grants *subsidies* (not common in this country)
 - a. What is a subsidy and for what purposes might it be granted?
 - b. What arguments might be offered for and against the policy?
 7. Imposes *protective tariff*
 - a. Distinguish between *protective* and *revenue* tariffs
 - b. To what extent are protective tariffs employed by different nations?
 - c. What has been the tariff policy of the United States?
 - d. What are the chief arguments for and against the protective tariff?
- Q. How does the government restrain business?
1. What theories have been held in regard to the government's relation with business? Define and explain each thoroughly
 - a. Laissez faire
 - b. Regulation
 - c. Socialism
 2. How does the government interfere to prevent misconduct or error; e. g.,
 - a. Zoning laws
 - b. Bank inspection
 - c. Pure food laws
 - d. "Blue Sky" laws
 - e. Restraint of unfair competition
 3. What problems have arisen in dealing with the trusts?
 - a. Why is public sentiment hostile to the trusts?
 - b. Why is control of monopolies necessary?
 - c. What important laws have been passed to control the trusts and what have they accomplished?
 - (1) Sherman Anti-Trust Act
 - (2) Clayton Anti-Trust Act
 - d. Is it ever desirable to permit combinations of big business interests? Why do some people urge that the restrictions on business combinations should be relaxed?
 4. Should the government undertake to fix the prices of goods?
 - a. Has such a policy been attempted? If so, with what results?
 - b. What arguments might be offered for and against the proposal?
- R. How are public utilities controlled?
1. Define and explain the kinds of *public utilities*
 2. On what authority does the government undertake to regulate them?
 3. What relations have existed between our government and the railroads? Have they always been the same?
 - a. What evils have appeared in railroad management?
 - b. For what reasons is regulation of the railroads especially justifiable?
 - c. What difficulties arise in trying to determine fair rates?
 - (1) When should rates be reduced?
 - (2) When should rates be raised?
 - d. What have the states done toward controlling public utilities? Explain the work of the Pennsylvania Public Service Commission
 - e. Why is national regulation of many public utilities necessary?
 4. What federal agencies assist in regulating public utilities? Explain the work of each. What is the constitutional basis for such regulation?
 - a. Interstate Commerce Commission
 - b. Federal Trade Commission
 - c. Federal Radio Commission
 - d. Federal Power Commission
 5. What are the chief facts in regard to public ownership and operation of public utilities?
 - a. To what extent does this policy prevail in any modern countries?
 - b. In general, to what extent does it prevail in the United States?
 - c. What arguments are offered for and against this program?
- S. What radical theories about the relations of government and business have been proposed?
1. What is meant by *socialism*?
 - a. Give a clear statement of the theory of it. Mention some prominent socialists
 - b. To what extent has it been put into practice anywhere? Are public schools a form of socialism?
 2. What does *communism* propose?
 - a. What are the chief features of the proposition?
 - b. To what extent has it been tried out?
 3. *Bolshevism* or *sovietism*
 - a. What are the essential points in the soviet system?
 - b. How has Russia prospered under it? Why are the exact facts hard to get?
 - c. Do you think any other country should try it?
 4. What is an *anarchist*?
- Suggestions for Special Projects and Reports
- Things I am forbidden to do in the house and lot where I live
- What does my government do for the house and lot where I live?
- Some important facts about contracts
- The tariff policies of different countries
- The kinds and extent of public utilities in my community
- The work of the Inter-state Commerce Commission
- The work of the Federal Trade Commission
- The work of the Federal Radio Commission
- The work of the Federal Power Commission
- Is it desirable to break up the trusts?
- Resolved, that the federal government should have the power to fix the prices of the necessities of life
- Resolved, that the street railways (or some other public utility) of _____ should be owned and operated by the local (or state or national) government
- Some famous Socialists and what they believed
- The new age in Russia
- Russia's five-year plan and how it worked out

Some Names and Terms We Should Understand

management	wall street
business	curb market
business man	broker
single proprietorship	contract
partnership	assets
corporation	liabilities
capital	inventory
capital goods	journal
capitalist	ledger
fuads	regulation
bonds	Socialism
debenture	public utilities
exchange	Inter-State Commerce
trade	Commission
kinds of trade	Federal Trade Commission
balance of trade	Federal Radio Commission
debtor and creditor nations	Federal Power Commission
barter	merger
money	monopoly
medium of exchange	kinds of monopolies
measure of value	original producer
currency	middleman
coinage	ultimate consumer
gold standard	chain store
monometallism	mail order house
bimetallism	personnel management
kinds of U. S. paper money	scientific management
gold reserve	overhead
legal tender	insurance
contracts	balance sheet
franchise	bank
federal farm board	kinds of banks
subsidy	deposits
protective tariff	loans
revenue tariff	bank reserves
infant industry	clearing house
laissez faire	Federal Reserve System
stock	price
preferred stock	market price
common stock	normal price
stock certificate	supply
shares	demand
mass, or large scale,	monopoly price
production	panic
by-products	depression
trust	business cycle
holding company	bankruptcy
interlocking directorate	Sherman Anti-Trust Act
credit	Clayton Anti-Trust Act
credit instrument	public ownership
kinds of credit instruments	public operation
speculation	Communism
installment buying	Bolshevism
three-cornered exchange	Soviet
stock exchange	five-year plan

Topics We Should Be Able to Discuss

- What do we have in mind when we use such terms as business, management, and the like, and what varied activities are covered by the use of such words?
- What forms of organization of business activities have developed and how do they differ from one another?
- How important is the work of capital in the operation of business and what forms may it take?
- Why has it become common to carry on so much business on a large scale, and what are the chief features of large-scale production?
- How far has the process of combination extended in the business world?
- By what means are goods transferred from their original producers to those who finally use them to satisfy their personal wants?
- What are some of the particular problems connected with successful business management?
- Why is trade important and what are the most common kinds?
- What is money and what uses does it serve?
- What are the main features of the money system of the United States?

- What are the uses of credit and why is it fundamentally important?
- What place do banks occupy in modern business life?
- What influences determine the prices that are paid for goods or services?
- How do business conditions change from period to period?
- How important is private business as carried on in this country and what responsibility does the government have toward it?
- In what ways does the government aid business and give security to it?
- What kinds of business has the government found it necessary to regulate or restrain and how does it do this?
- To what extent do governments restrain, own, or operate their public utilities? What do you consider a desirable policy in this matter?
- What are the radical theories that are proposed by those who are completely dissatisfied with the way government and business are now carried on?

Special Reference Material

- BURCH—American Economic Life, Chs. XIX-XXI, XXVI, XXVII, XXX, XXXII-XXXVII, XLVII, XLVIII
- CARLTON—Elementary Economics, Chs. II, X-XII, XX, XXIV
- CRABBE AND SLINKER—General Business Training, Chs. I, II, (Checks), IV (Bank Accounts), V (Notes), VI, VII (Credit), XXI-XXIII (Accounts), XXVII (Contracts)
- CARVER AND ADAMS—Our Economic Life, 66-87, 93-132
- EDMONSON AND DONDINEAU—Citizenship through Problems, Chs. IX, XVIII, XIX
- HASKIN—American Government, Ch. III
- HILL—Community and Vocational Civics, Ch. XXI, 631-648
- HOLBROOK AND MCGREGOR—Our World of Work, Ch. VI
- HUGHES—Economic Civics, 31-33, 125-141, 190-192, 198-203, 210-227, 235-249, 293-296, 303-305, 312-316
- HUGHES—Fundamentals of Economics, Chs. VII-XI, XVI, 485-488
- HUGHES—Textbook in Citizenship, Chs. XIX, XXIV, XXVIII
- JANZEN AND STEPHENSON—Everyday Economics, Chs. VIII-XIX, XXXII
- JOHNSON—We and Our Work, Chs. IX-XIII, XVI, XIX
- KINSMAN—Economics or the Science of Business, Chs. V-XIX
- Lessons in Community and National Life, A-17, A-23, C-21-23
- LUTZ AND STANTON—Introduction to Economics, Chs. V-XVII
- LYON—Making a Living, Chs. VI-XV
- MARRIOTT—Uncle Sam's Business, Ch. XIII
- MARSHALL—The Story of Human Progress, Ch. IX
- MARSHALL—Readings in the Story of Human Progress, Ch. IX
- MARSHALL AND LYON—Our Economic Organization, Ch. XX
- MARSHALL AND WIESE—Modern Business, Chs. VI-XV
- MORGAN AND FLICK—Civics and Industry, Chs. IX, XIII, XIV
- TUFTS—The Real Business of Living, Chs. XX-XXV, XX-VII, XXVIII
- WOODBURN AND MORAN—The American Community, Chs. IX, X
- LYMAN AND HILL—Literature and Living, Book Two, 223-342
- CASSON—The Romance of Steel
- FERBER, EMMA MCCHESNEY—Roast Beef Medium
- FREDERICK—Masters of Capital; The Great Game of Business
- HOLLAND—The Age of Invention
- HUBBARD—Little Journeys to the Homes of Great Business Men
- HUNGERFORD—The Romance of a Great Store
- ILES—Leading American Inventors
- MOODY—Masters of Capital
- NORRIS—The Pit
- SMITH—The Story of Iron and Steel
- WESTCOTT—David Harum

UNIT XIV—HUMAN RELATIONS IN THE WORLD OF WORK

Purpose

This may be the machine age, but machines have not yet learned to operate themselves. Millions of people are associated with one another in some capac-

ity in the great business and industrial world of today. These millions should be surrounded by conditions that enable them to do their work to the best advantage. The relations of these workers with one another as employers, employes, or associates in the same rank, call for the utmost of mutual consideration and good will. We must try, if possible, to give each worker a square deal.

Though it would take several pages even to mention the different occupations and subdivisions of occupations and many thousands of occupational jobs which are listed in the complete report of the Census Bureau, in order to get a clear picture of the economic world in which American workers live, we ought to give a little attention to the most common occupations that are listed in the larger groups. They range all the way from very humble kinds of personal and domestic service to occupations which may attract the attention of an entire nation.

Besides, we may inquire, how does all this apply to us personally? How may anyone know where he himself can best fit into the general scheme of things? To qualify one's self to do something well and to fill one's place with satisfaction to his associates, his community, and himself, are certainly very important items in one's education.

• Section One—The World of Modern Industry

A. The evolution of industrial methods

1. Industry in medieval days
 - a. General features
 - b. The domestic system of industry
2. The industrial revolution
 - a. When and how it began
 - b. Inventions that have played a large part in it
 - c. The characteristics of the factory system
3. How machinery has changed human life
 - a. Its effects on the quantity and quality of products
 - b. Its effects on the number and kinds of workers
 - c. The many kinds of power employed
 - d. How inventions have made human life more comfortable
 - e. How machinery has affected the farm

B. Relations between employers and employes

1. Why must we have these relationships?
 - a. Are all people qualified to be employers?
 - b. Is it always an advantage to be an employer rather than an employe?
2. What relationship existed under former systems of industry? Do you see any advantage in it as compared with the one we now have? (Gilds, the domestic system, etc.)
3. How has the factory system changed the situation?
 - a. How has it affected the number of workers?
 - b. What new types of workers has it brought in?
 - c. How has it changed the method of compensation?

- d. What do you understand by the "impersonality of modern business"?

C. How may the needs and requirements of workers be met?

1. What qualities should all good workers possess?
2. What conditions promote efficient work?
 - a. In the attitude of the employer toward the worker
 - b. In the surroundings in which work is carried on: health, safety, comfort
 - c. In homes and other outside environment
3. What laws and measures are intended to promote health and safety
 - a. Light
 - b. Ventilation
 - c. Protection from machinery
 - d. Fire escapes
 - e. Use of chemicals, etc.
 - f. Protection of eyes, etc.
 - g. Abolition of sweatshops
4. What forms of social insurance have been undertaken?

What does the term mean? To what extent do we have them in this country and state?

 - a. Workmen's Compensation Acts
 - b. Health and accident insurance
 - c. Old age pensions
 - d. Mothers' pensions
5. How have we tried to protect women and children?
 - a. Why do they need special consideration?
 - b. Child labor laws
 - (1) Number of child workers, and industries most concerned
 - (2) Present conditions
 - (a) State laws; what are the Pennsylvania provisions?
 - (b) Why do we have no national laws?
 - c. Women's labor laws
 - (1) Extent of employment among women
 - (2) What benefits and disadvantages come from women's work outside the home?
 - (3) Features of present laws
 - (a) Hours and kinds of work
 - (b) Minimum wage laws: arguments for and against

Section Two—The Problems of Industrial Relations

D. How have organizations of workers affected our industrial life?

1. The formation of unions
 - a. Reasons
 - b. Kinds
 - c. Present statistics
 - d. Special services to their members
 - e. Results
 - (1) Improvement in the condition of workers
 - (2) Harmful effects
2. What methods have been used by unions? (How many of them are justifiable or effective?)

- a. *Collective bargaining; the trade agreement*
 - b. *Union shop; closed vs. open shop; recognition; check-off*
 - c. *Strike*: meaning, kinds—*sympathetic*, etc.
 - d. *Boycott*: meaning, kinds—*secondary*, etc.
 - e. *Picketing*: meaning; difficulties and dangers
 - f. *Union label*: meaning, why used
 3. What has been the attitude of employers toward unions?
 - a. Why do many employers dislike unions?
 - b. What organizations have been formed among employers?
 - (1) Employers' associations
 - (2) "Institutes", etc.
 - c. What weapons have been used by employers? Explain what is meant by the terms
 - (1) Lockout
 - (2) *Black list*
- E. What is the interest of the people in labor problems?
1. How labor troubles may do harm (Give examples in each case)
 - a. Inconvenience to the public
 - b. Increased cost of goods
 - c. Loss to both sides
 2. Should the public have the right to prevent strikes and lockouts?
 3. What can the government do to settle labor problems?
 - a. What public officials deal with labor problems?
 - (1) Pennsylvania
 - (2) United States
 - b. Efforts to bring about peace: *conciliation, mediation, arbitration*.
Be sure to distinguish each from the others
 - c. Is compulsory arbitration desirable? To what extent is it in use?
 - d. Preventing disorder in labor disputes
 - (1) The *injunction*: what it is; why labor unions do not like it
 - (2) When might it be justifiable to use state police or the National Guard?
 - (3) Are private police desirable?
 4. Do employers and employees have any material responsibility to the public? (Good quality of material, efficient service, courtesy, honest dealing, etc.)
- F. What problems are connected with the employment of workers?
1. How should personnel problems be handled?
 - a. Should there be a separate personnel department?
 - b. How and by whom should workers be "hired" and "fired"?
 - c. What is meant by *labor turnover*? Is it a serious problem?
 2. How serious is the problem of unemployment?
 - a. What are the chief causes of unemployment?
 - b. What are the results of unemployment?
 - c. Is there always likely to be unemployment? If so how much?
 3. Who are responsible for relieving or preventing unemployment?
 - a. Is the government responsible?
 - b. Can business managers be expected to provide steady employment for workers?
 4. Some suggested remedies. (List the good and bad points of each.)
 - a. Employment bureaus, public and private
 - b. Construction of public works
 - c. Shortening the workday or the workweek
 - d. Unemployment insurance (Describe some proposed plans)
 - e. "The dole"
 5. How are and how should wages be determined?
 - a. What is the difference between *money wages* and *real wages*?
 - b. What elements enter into the fixing of wages? (Personal qualifications, enjoyment of the work, demand, opportunity for change, competition, monopoly control, etc.)
 - c. Are there different standards of wages for different classes of workers? If so, why?
 - d. Should all workers receive the same wages? Is there a tendency for wages to become standardized?
 - e. How are wages paid? Which method is best? (Time, piece, commission, bonus, etc.)
 - f. When should wages be raised or lowered?
 6. What labor problems are particularly serious for the farmer?
- G. What efforts have been made to improve industrial relations?
1. How employers have tried to help employees
 - a. Should an employer feel a responsibility for the well-being of his employees?
 - b. *Welfare work*: what it means; forms that it takes
 - c. *Company houses*: how provided; good and bad features
 - d. *Profit sharing*: meaning, varieties; benefits, difficulties
 - e. What do the employees think of such measures?
 2. How cooperation between employers and employees has been undertaken
 - a. Representation of employees in the management of the business
 - (1) Membership on boards of directors
 - (2) *Industrial democracy*: forms and examples; benefits; difficulties
 - b. Ownership of stock by employees: how frequent; is it good?
 - c. How may good will be promoted? Is there any evidence of improvement in this respect? (Better understanding of common problems, fewer strikes—why? etc.)

3. Would the establishment of cooperative stores be a benefit to workers?

Suggestions for Special Projects and Reports

Factory laws in our state
 Sweatshops and their abolition
 The workmen's compensation laws of our state
 Old age pension laws in this country
 Mothers' pension provision in this state
 The child labor laws of our state
 Laws of our state with reference to women's work
 Are minimum wage laws desirable?
 The regulations and management of a labor union
 The American Federation of Labor
 The benefits and disadvantages of the open shop (or the closed shop)
 Some famous strikes
 Labor conflicts that have made trouble in this state
 Resolved, that strikes in essential industries should be forbidden
 The work of our State Department of Labor and Industry
 The work of the National Department of Labor
 The right and wrong of private police forces
 How I like to be treated as a customer
 How I, as an employer, would like customers to treat me
 The personnel department of a great industrial plant (or store)
 Can there be a real remedy for unemployment
 The work of employment agencies
 How "the dole" has worked in England
 Welfare work in some local establishments
 Company houses that I have seen
 Firms whose employes are happy
 Is there anything wrong with profit-sharing?
 Some successful plans for industrial democracy

Section Three—The World of Work¹

H. The classes of occupations

1. Explain the differences, if any: *occupation, vocation, industry, trade, profession*
2. How have human activities become distinct?
 - a. What is *simple cooperation* and why is its value limited?
 - b. How did *division of occupations* come about?
 - c. How did *division of labor* appear within occupations?
 - d. What is meant by *specialization* as we are familiar with it today?
3. What are the great divisions or classes of occupations and what is their relative importance?
 - a. Understand the way the following terms are used in this connection: primary, secondary, exploiting or extractive, transforming or manufacturing, transportation, commerce. What kind of utilities does each group create?
 - b. By tables, sketches or graphs show the comparative numbers of people in this country who are engaged in each of the great classes of occupations
 - c. Do numbers in this connection necessarily signify importance? How much do other workers depend upon each particular group
4. Explain the grades of workers: *unskilled, semi-skilled, skilled, scientific*

5. What are the leading groups of trades? How may entrance to a trade be gained?
6. What is the distribution of occupations among the various large groups in our community? (A chart or graph of some kind will show this situation effectively.)
7. Why do communities differ in regard to the distribution of workers in the various occupation fields? (Give examples of communities that show a widely varied list and of those which are centered around one outstanding industry.)
8. How may the services of workers in different fields be properly appreciated?
 - a. Why is appreciation sometimes difficult?
 - b. What knowledge is necessary to the appreciation of workers?
 - c. How may we develop the power of appreciation?
9. What is a good citizen's attitude toward work and workers?
10. Items to consider in studying an occupation
 - a. Value of the occupation to society
 - b. Activities of the worker in the occupation
 - (1) Duties in general
 - (2) Manual activities required
 - (3) Mental activities required
 - c. Conditions of work
 - (1) Safety and health
 - (2) Location of plant or office
 - (3) Hours of work
 - (4) Personal association with employer and other employes
 - (5) Prospects for advancement
 - (6) Prospects for self-improvement in or outside the industry
 - d. Opportunities for the occupation in our community or elsewhere
 - e. Personal qualifications needed
 - f. Education and training required
 - g. Conclusions as to its suitability for yourself
11. What opportunities do the professions offer? Do too many people try to enter them?
12. What are the opportunities for women in different fields as compared with men?

Section Four—Preparing for One's Life Work

- I. Attitudes and qualities desirable for everyone
 1. Who ought to work?
 - a. How large a percentage of people are able to work?
 - b. Does the world owe every man a living?
 - c. Has anyone the right not to work? Should rich people work?
 2. Desirable qualities for all—why, in each case
 - a. Health
 - b. Character
 - c. Intellect
 - d. Personality
- J. How the school may help to prepare for our life work

¹ In many schools this section will be covered by the guidance program.

1. Vocational guidance
 - a. Ways in which it may be obtained: regular teachers, guidance officials, lectures, interviews, excursions, etc.
 - b. At what stages in our school life is vocational guidance desirable?
2. Cooperative and part-time work
 - a. The general features of such plans
 - b. Notable examples
3. The cash value of education
 - a. How a good general education benefits everyone
 - b. Statistics as to the average earnings of graduates from different grades (How much do they prove?)
 - c. Is there a tendency to raise the education requirements for different vocations?
- K. Elements to consider in making a choice of one's vocation
 1. "Know thyself"
 - a. How may one discover his own qualities?
 - b. Qualities to be considered
 - Physical strength
 - Indoor vs. outdoor life
 - Mental vs. manual interests
 - Special talent or genius
 - Order or carelessness
 - Dependability
 - Originality
 - Ability to meet people
 - Etc.
 - c. Is there anybody who cannot do anything well
 2. Know the vocation
 - a. Financial returns
 - b. Suitability to one's talents
 - c. Respectability
 - d. Opportunity for service and progress: in your community; elsewhere
 - e. Is any job 100% attractive?
 3. Errors sometimes made in choosing a vocation
 - a. Prejudice against manual work
 - b. Blind-alley jobs
 - c. Too hasty conclusions as to one's talents and likings. (How soon should one expect to be able to choose wisely?)
 - d. Lack of sufficient information about occupations (How may information be obtained?)
 4. Vocational choices for girls
 - a. Ought girls to prepare to earn their own living?
 - b. Are there any occupations which girls should not enter?
- L. Social effects of the choice of occupations
 1. Effects upon the individual of unwise choices
 2. Social benefits of wise choices: less unemployment, less poverty and old-age dependence, greater personal and community wealth, happier citizens
- M. Ways of securing a position
 1. Learning about opportunities
 - a. Placement bureaus
 - b. Employment bureaus
 - c. Advertisements
 - d. Information from other sources
 2. Applying for a position
 - a. Suitable features of letters of application
 - b. Suitable features of letters of recommendation
 - c. Items to consider in personal interviews
 3. Positions one should avoid
 - a. Those in which one can take no interest
 - b. Those compelling undesirable associations
 - c. Those requiring dishonesty or misrepresentation
 - d. Those offering big pay at the start
 - Etc.
- N. Important considerations in regard to holding a position
 1. Is one's responsibility over when he has received the position?
 2. How may one prove his fitness to continue in the position?
 3. Necessary personal qualities: faithfulness in service, honesty, loyalty, character, judgment, etc.
 4. Show how honesty, courtesy, good manners, initiative, ambition, perseverance, loyalty, leadership, and the like, are important to several different occupations; as plumbing, social work, bookkeeping, secretarial work, law, dentistry, etc.
 5. Can one get practice in these qualities in school?
- O. Obtaining advancement
 1. Means of improving one's qualifications
 - a. Through an acquaintance with the business
 - b. Extra study
 - c. Using opportunities for culture and enlightenment: libraries, museums, lectures, etc.
 2. Is this quotation true? "Success always follows the doing of common things uncommonly well."
 3. How do personal initiative and enterprise help one's chances of advancement?
 4. Is luck a factor in business success? (What is luck?)
 5. Are salary increases the only proof of advancement? (On what considerations may they be granted?)
 6. Explain the "vocational ladder" and give examples of it for different occupations
 7. Should a person change his vocation after entering one; if so, when?
 8. Influences that retard success in progress, such as illness, bad habits, inability to work with others, insufficient preparation (Show how they might affect one's success in the occupations mentioned above and in any others that you think of)
 9. Is a specific avocation or hobby helpful?

Suggestions for Special Projects and Reports

How soon should one decide on his life work?
 A study of pupils who left school before graduation
 Experience in a summer job
 The guidance program of our school
 Some cooperative and part-time programs
 The money value of an education
 How we may understand ourselves
 How we may learn about occupations in which we are interested
 Blind-alley jobs
 Special vocational problems for girls
 How employment bureaus are operated
 Newspaper advertising as a means of filling jobs
 An afternoon with applicants for a position (dramatization)
 Jobs one should keep away from
 The kind of people I want to have working with me (imaginary discussion by an employer)
 Why John Smith lost his job
 Why John Smith gained his promotion
 Vocational ladders for different vocations
 Hobbies and how they may help
 Resolved, that rich people should work regularly in some socially helpful activity
 Occupations for which girls and women are specially qualified

Some Names and Terms We Should Understand

employer	unemployment insurance
employee	the dole
gilds	money wages
impersonality	real wages
sweatshop	time wages
social insurance	piece wages
workmen's compensation	salary
old age pensions	bonus
mothers' pensions	commission
minimum wage laws	welfare work
labor union	company store
American Federation of Labor	company houses
United Mine Workers	profit sharing
railroad brotherhoods	employee representation
collective bargaining	industrial democracy
trade agreement	cooperative stores
open shop	simple cooperation
closed shop	division of occupations
union shop	division of labor
strike	blind-alley jobs
sympathetic strike	specialization
strike breaker	skilled, semi-skilled, unskilled
boycott	distinctive names of different classes of occupations and professions
secondary boycott	trade
picketing	apprentice
union label	journeyman
employers' association	master
lockout	profession
black list	counselling
conciliation	cooperative programs
mediation	part-time positions
arbitration	placement bureau
compulsory arbitration	employment bureau
injunction	"want ads"
personnel department	vocational ladder
labor turnover	avocation
unemployment	hobby
seasonal	
employment bureaus	

Topics We Should Be Able to Discuss

What is the nature of the relations between employers and employes in the modern business world? Compare with those of years ago
 What conditions are necessary to promote the physical and mental welfare of workers?
 By what means have the workers themselves attempted to protect their interests through organization?
 To what extent does the general public have an interest in labor problems?
 What problems are connected with the employment and wages of workers?

What efforts have been made to improve the relations between employer and employee?
 What are the great classes into which occupations may be grouped and what are the relative numbers of each?
 How have human activities been subdivided as to methods of cooperation or character of work?
 How should an occupation be studied and how may we properly appreciate the worth of different kinds of work?
 What occupations are directly connected with natural resources and what conditions and opportunities characterize them?
 What kinds of work are considered as manufacturing and mechanical and how large a part of our working population do they include?
 What are the most important kinds of factory work and what conditions prevail among the workers in such establishments?
 What kinds of work are done by those who are employed in the different skilled trades and how important are they in this country and in their own community?
 What are the service occupations and what varieties of activity are required in them?
 What is the place of clerical workers in the industrial world and what conditions attend their activities?
 What kinds of occupations are included under the head of professional service?
 What advantages and disadvantages pertain to each of the groups of occupations?
 What personal attitudes and qualities should everyone possess?
 How may the school help to prepare for our life work?
 How is society benefited if occupations are wisely chosen?
 What elements should be considered in making a choice of a vocation?
 When one is prepared for active service how may he undertake to secure a position?
 How may one show his fitness to keep his position and advance in his chosen occupation?

Special Reference Material

BARNARD—Getting a Living
 BURCH—American Economic Life, Chs. XVI, XVII, XLI, XLIV, XLVI
 Career Leaflets, Office of Education, Department of the Interior
 CARLTON—Elementary Economics, Chs. XIV-XVIII
 CENTER—The Worker and His Work
 CRABBE AND SLINKER—General Business Training, 303-305, Ch. XXV
 CARVER AND ADAMS—Our Economic Life, 133-150, 167-182
 DOUGHTON—Preparing for the World's Work
 EDMONSON AND DONDINEAU—Occupations through Problems
 GOWIN, WHEATLEY AND BREWAR—Occupations, 98-100, 127-150, 336-358, Chs. VII, XXIV, XXV
 HILL—Community and Vocational Civics, Chs. XXIV-XXXII, 537-539, 543-548, Ch. XXXII
 HOLBROOK AND MCGREGOR—Our World of Work
 HUGHES—Economic Civics, 109-114, 123-125, 142-146, 149, 150, 155-168, 174-183, 275-293, 296-302
 HUGHES—Fundamentals of Economics, Chs. VI, XIII
 HUGHES—Textbook in Citizenship, Chs. XXV-XXVII, XV, XVI, 349-357
 JOHNSON—We and Our Work, Chs. XV, XVII, XX
 KINSMAN—Economics, or the Science of Business, Chs. XXIII, XXIV
 KITSON—I Find My Vocation
 LYON—Making a Living, Chs. XVII-XX, XXIII-XXVIII
 MARSHALL & WIESE—Modern Business, Ch. VII, Ch. V (A new worker's experiences)
 MORGAN AND FLICK—Civics and Industry, Chs. XV, XVI
 MYERS, LITTLE AND ROBINSON—Planning Your Future
 WANGER—What Girls Can Do
 WIESE AND RETICKER—The Modern Worker, Chs. V-XIII (very full)
 LYMAN AND HILL—Literature and Living, Book Two, 579-587
 CONWELL—Acres of Diamonds
 FARIS—Winning Their Way
 FERRIS AND MOORE—Girls Who Did
 HARRISON—V. V.'s Eyes
 KELLOR—Out of Work
 LAMFREY—In the Days of the Guild

MARDEN—How They Succeeded
 SPEARMAN—Stories of Railroad Life
 TAPPAN—Makers of Many Things
 WHITE—The Blazed Trail
 WHITE—A Certain Rich Man
 WISTER—The Virginian

UNIT XV—LIVING WISELY AND WELL

Purpose

We have gone around the circle of the four phases of economic activity: consumption, production exchange, distribution, and now we are back again to consider another phase of consumption. From one viewpoint, what we earn tells how well we can live, and how well we want to live may determine how hard we will work so as to be able to live that way. But, on the other hand, the amount of wages we get does not in any sense prove how well we do live, because so much depends on the wisdom with which we use our earnings. To find out why people fail to live well and how we may use most satisfactorily our income and our savings, is a citizenship duty that may mean much to the welfare not only of ourselves but of many other people as well. Perhaps more families come to grief on this point than on any others.

A. Standards of living that actually prevail among us

1. Describe typical living conditions in: a poor family, a family of moderate income who live comfortably, a rich and extravagant family
2. Explain *standard of living* and distinguish between an actual and an ideal standard
3. What social and financial distinctions are found among the American people?
 - a. Distinguish between the rich, the middle class (bourgeoisie) and the poor (proletariat)
 - b. What are the facts in regard to the wealth possessed by each class in this country?
 - c. How were some notable American fortunes accumulated?
4. Why actual and ideal standards of living differ
 - a. Why has there been an increase in the number and kind of our wants?
 - b. Show how the conveniences of some are necessities for others
 - c. What is the effect of imitation of wealthier people? Give examples of extravagance resulting from this practice
 - d. Show how living standards differ in city and country
 - e. Should one's ideal standard of living be expected to differ from his actual standard?
5. Should one expect better or poorer living standards as he gets older?

B. Desirable standards of living

1. What are the essentials of proper living?
 - a. What do you consider necessities for decent living?

- b. What other items do you consider justifiable for any family that wishes to live respectably?

2. How important is living within one's means? Will this practice always ensure a comfortable standard of living?

C. Poverty and its relief

1. What are the facts about poverty in this country and in other countries?
 - a. Distinguish between *poverty* and *pauperism*
 - b. Quote any statistics as to the number of people in poverty
2. Causes of poverty
 - a. Physical: earthquakes, fires, floods, pests, etc.
 - b. Personal¹: illness, accident, unwise investment, extravagance, laziness, bad habits, lack of perseverance, etc.
 - c. Social: business depression, lack of education, etc.
 - d. Is poverty a disgrace? If so, explain your reason for thinking so. If not, why not?
3. Relieving poverty
 - a. To what extent does responsibility rest upon the rich?
 - (1) Examples
 - (2) Kinds of assistance
 - b. To what extent is the government responsible?
 - (1) What classes of people may rightly expect government assistance?
 - (2) Distinguish between outdoor and indoor relief
 - (3) Show how officials and institutions in this city and county undertake relief of the poor
 - (4) To what extent does the state government accept responsibility in this connection?
 - c. What is the responsibility of society in general?
 - (1) What kinds of charitable organizations deal with this problem?
 - (2) Show why cooperation among such agencies is essential
 - (3) Discuss drives for community chest, welfare funds and the like. Are they desirable?
 - (4) What should be done with tramps?
 - (5) Do you think charity makes people lazy? What may be said on either side of this question?
4. Preventing poverty
 - a. To what extent can we hope to accomplish it?
 - b. Refer to the causes of poverty mentioned under C, 2, and consider possible preventive measures that might apply in any case
 - c. What measures of social insurance have the prevention of poverty as at least

¹ Some modern economists now take the view that the personal causes are subordinate to and dependent upon the social and economic causes. See Fairchild, "The Great Economic Paradox," Harpers, May, 1932.

one objective? Workmen's compensation, mothers' pensions, old age pension, etc.

D. Thrift and savings

1. Define and distinguish between *thrift* and *savings*; *waste*, *destruction*, *consumption*
2. Point out different forms of thrift: time; strength; personal articles, as food, clothing, books, etc.; houses, tools, etc.; public property
3. How desirable is thrift?
 - a. Quote or show some proverbs, slogans or cartoons about thrift
 - b. Can thrift be overdone?
4. How may people in general secure the things they want?
To what extent are each of the following an answer to the question?
 - a. Work
 - b. Practice of the Golden Rule
 - c. Protection and service by the government
 - d. Right use of natural resources and obedience to the rules of nature
5. Is great wealth justifiable?
 - a. Has any social good resulted from large fortunes?
 - b. Should large fortunes be allowed to pass on in the same family undivided?

E. Are luxuries justifiable?

1. Give a good definition of *luxuries*
2. What arguments may be offered on either side of this question?

F. Some questions about savings¹

1. Why are savings desirable?
 - a. When a person is young should he give any attention to his needs and wants in later life?
 - b. What should a person have when he is starting a home of his own?
 - c. Should it be necessary for a person to work all his life to supply his needs and wants?
 - d. Who are of the greater benefit to a community, those who spend everything as they go, or those who save?
2. What are some useful suggestions about methods of saving?
 - a. Beginning early
 - b. Having a definite goal
 - c. Perseverance in a savings program
 - d. Questions to ask one's self when in doubt about expenditures
3. What are some wrong kinds of saving?
 - a. Beginning work when unprepared
 - b. Buying "bargains" that are not needed
 - c. Risking one's health at work or otherwise
 - d. Saving without planning
4. What are some agencies to encourage saving?
 - a. Christmas Savings funds
 - b. School banks

Etc.

G. Family and personal budgets

1. What is meant by a *budget*, as the term is used in this connection?
2. May a person or family have more than one source of income? If so, what?
3. What are the principal items to be considered on a family budget?
 - a. What are the large outlays for which one must provide?
 - b. Do the necessary items vary between one case and another?
 - c. What proportion of a family's or person's income should be used for each item?
 - d. Make up a budget for a family of five persons of certain definite ages, at an income of \$1200, \$1500, \$2,000, \$5,000, \$10,000, \$100,000
4. Discuss methods of operating budgets. If possible, show suitable printed forms to use for this purpose.
5. What benefits should come from suitable budget practices? Should every family or individual follow some system of budgeting?
6. What is meant by installment buying and what advantages or disadvantages does it have?
7. May we budget anything besides money?
8. How does wise planning aid each of the following: housewife, business manager, foreman, a laborer on his job, a student in school, any other types of people whom you think of? Are conscientious workers ever time-wasters? If so, why and how?

H. Some questions about insurance.

1. What are common kinds of insurance: fire, life, accident, automobile, etc.
2. Should everyone carry insurance? If so, how much? When should one begin?
3. What forms does life insurance take: straight, twenty payment, endowment, etc. Understand terms commonly used in connection with insurance, such as *policy*, *premium*, *beneficiary*, etc.

I. Investments

1. Some explanations of terms
 - a. Distinguish between *investment* and *speculation*
 - b. Is home-owning an investment? What items should be considered when one is planning for something of this kind?
2. Forms of investment: stocks, bonds, real estate, mortgages, business, building and loan associations, saving banks, etc.
3. Unwise investments
 - a. Point out the danger in investments which one cannot look into himself; in investments with insufficient security; in get-rich-quick propositions; etc.
 - b. Why do promoters of unsafe or dishonest propositions succeed to the extent that they do?

¹ Have each pupil set up a savings and insurance program that will give him a specific income at age 60. Discuss fully the factors involved in the realization of this program.

4. Wise investments

- a. Discuss forms of investments that are usually safe, and consider the advantages and disadvantages of each: government bonds, well-managed corporations, mortgages, etc.
- b. How may one assure himself that an investment is safe?
(Getting good advice, personal investigation, avoidance of speculation, etc.)
- c. What elements should one consider in making investments? (Safety, marketability, diversification)
- d. What are some questions that one would do well to ask agents for stocks and bonds?

5. How are efforts made to protect investors?

- a. In order to safeguard the interests of investors, laws have been passed governing the investments which may be made by banking institutions. In Pennsylvania the banking institutions are restricted by law only for fiduciary purposes and for investments that may be made by savings banks. The acts which govern investments by savings banks are as follows:
Act of May 20, 1889, P. L. 246, Section 17
Act of May 25, 1897, P. L. 93, No. 77
Act of April 5, 1917, P. L. 47, No. 29, Section 1, as amended by Act of June 28, 1923, P. L. 884, No. 336.
Act No. 206 Approved June 22, 1931
- b. What laws apply to gambling, lotteries, bucket shops, and the like?
- c. What are *Blue Sky Laws*?
- d. Are there trustworthy publications or other sources of information? (See the classification of investments into groups indicative of merit by reliable statistical services such as Moody's, Standard Statistics, Fitch, Bond Quotations Service, Poor's and others.)
- e. Why do good investments often seem less attractive than bad ones?

J. Retirement or economic independence

1. Can everybody have either or both?
2. How much must one accumulate in order to have a comfortable living after retirement? (What is an annuity?)
3. When should one retire, if at all? How should one spend his time after he retires?
4. Should one plan definitely to leave something for others? For whom or what?

K. Home Ownership¹

1. How can one decide whether or not to buy a home?
2. What factors are involved in buying our own home?
 - a. Shall we build our own house?
 - b. Shall we purchase a house already built?

L. What part can each one of us have now in setting a proper standard of living?

Suggestions for Special Projects and Reports

How wealth is distributed in the United States
 Wealthy people who have served their fellowmen
 How some large fortunes were obtained
 Three families and how they live (real or imaginary, but of different financial standing)
 Tramps and how they should be treated
 How community chests and welfare funds are managed
 Private charitable organizations in our neighborhood
 Poverty in our community—its causes and extent
 How our community cares for its poor
 A contrast between the thrifty and the unthrifty person
 How a building and loan association is managed
 How a large insurance company is managed
 Our family budget
 My own budget of time and money
 Special kinds of savings funds
 Different forms of life insurance
 The amount of life insurance desirable for men of different means
 The advantages and dangers of installment buying
 Foolish economics
 Are Americans extravagant? If so, why?
 How I would invest \$1,000 (or \$10,000 or \$100,000)
 Items one should consider in buying a dwelling-house
 What I expect to do when I retire
 What I would do if I had \$100,000 to dispose of in my will
 Resolved, that no one should leave to his family more than a living income

Names and Terms We Should Understand

standard of living	destruction
bourgeoisie	insurance
proletariat	kinds of insurance
necessities	investment
luxuries	speculation
poverty	building and loan associations
pauperism	mortgages
indoor relief	gambling
outdoor relief	bucket shop
community chest	security (for investments)
family and personal budgets	marketability
installment buying	diversification
thrift	retirement
savings	annuity
waste	

Topics We Should Be Able to Discuss

What standards of living do we find among our people?
 What questions enter into the determination of a desirable standard of living?
 How much poverty do we have and how may it be relieved?
 How important are thrift and savings and how may they be promoted?
 What method of handling our income and expenses will encourage the most satisfactory results?
 By what means may we make our savings count most effectively?
 What considerations should be kept in mind in regard to investments?
 To what extent should one plan for a period of retirement from active work?

Special Reference Reading

BURCH—American Economic Life, Chs. V, VI
 CARLTON—Elementary Economics, Ch. XIV
 CARVER AND ADAMS—Our Economic Life, 183-196, 291-307
 CRABBE AND SLINKER—General Business Training, Chs. XIII-XVIII
 EDMONSON AND DONDINEAU—Citizenship through Problems, Chas. XVI, XVII
 HUGHES—Economic Civics, 2-11, 31, 39, 256-272, 308, 309
 HUGHES—Fundamentals of Economics, Chs. XIV, XV
 JOHNSON—We and Our Work, Chs. VII, XVIII
 KINSMAN—Economics, or the Science of Business, Chs. XXVI-XXVIII
 LYMAN AND HILL—Literature and Living, Book Two, 489-539
 CHASE—The Tragedy of Waste
 CHASE AND SCHLINK—Your Money's Worth
 PRITCHARD AND TURKINGTON—Stories of Thrift for Young Americans
 How Old Am I Financially, the American Provident Society, Inc., 51 Madison Ave., New York City

¹ Have pupils work out a plan for financing the purchase of a home.

PART FOUR

A Summary and a Forward Look

UNIT XVI—OUR RIGHTS AND DUTIES AS CITIZENS

Purpose

We may close this part of our study with a summary of the rights and duties of good citizens. We have referred to these from time to time as different topics have been taken up. Now we may try to consider rather definitely the responsibilities that government accepts toward its citizens. In the same way the responsibilities of citizens toward their government can be set down in connected fashion so that we may have a general view of the whole relationship.

- A. From whom and in what ways may we learn what our rights and duties are?
- B. What is the importance of Bills of Rights?
 - 1. Where are bills of rights usually found
 - 2. What in general do they contain?
 - 3. Would our rights be any less if they were not set down on paper?
- C. Personal rights as citizens
 - 1. Liberty
 - a. Give a good definition of *liberty*
 - b. Give examples of rights guaranteed to us that may come under this head. (Quote from the national or state Bill of Rights and explain.)
 - 2. Personal security
 - a. Explain what is covered by this term
 - b. How and in what respects is this guaranteed to us?
 - c. Do we have rights against the government? If so what?
 - 3. Private property
 - a. What rights do we have relating to this subject?
 - b. Why are these important?
- D. Duties of good citizens
 - 1. List in parallel columns the rights previously mentioned and the duties which correspond to each one of them
 - 2. What kind of support does a good citizen owe his government?
 - a. In war
 - (1) Who may be called upon for military service and to what extent?
 - (2) To what extent may we be called upon to contribute our money or property? (Do not refer to the Thrift Stamps and Liberty Loans of the World War solely as examples of sacrifice. They were, in many cases, helpful incentives for saving.)
 - (3) In what ways might we show our loyalty in war?

- (a) Does a person have the right to refuse any particular kind of war service?
- (b) What is *treason* and how may it be punished?

- b. In peace
 - (1) What kinds of service to the government may be expected in time of peace?
 - (2) How may a citizen be expected to serve his country through making contributions?
 - (3) Is it the duty of the good citizen to obey all laws whether they seem to be good or bad?
 - (4) In what ways may a good citizen cooperate with others?
 - (5) Make a list of organizations which have been formed wholly or chiefly to promote good citizenship
 - c. In connection with public office
 - (1) Is it the duty of every citizen to vote?
 - (2) Is it the duty of a good citizen to hold office if he is requested to do so?
 - (3) What have citizens the right to expect from those who do hold public office?
 - d. Give a good definition of *patriotism*
 - e. Mention the chief rules about the proper use of the United States Flag. Make drawings to illustrate it.
- E. The responsibilities of the young citizen
 - 1. What can a young citizen do while in school to show his loyalty to his government?
 - 2. Learn the Ephebic Oath which the boys of ancient Athens had to take when they were received into full citizenship. Would the wording of this oath have to be changed to apply to present conditions? (It is found in Broome and Adams, and elsewhere.)
 - 3. Are the rights, benefits, and obligations in citizenship any different in the case of girls from what they are in the case of boys? Explain your answer fully.
 - 4. Make a clear statement of your idea of what a good American citizen should be. Make a list of perhaps fifteen people, not necessarily all prominent, whom you consider good citizens, and be able to tell why you consider them so.
 - 5. Make a list of perhaps fifteen qualities which seem to you particularly important for a good citizen to possess. Be able to give examples of the way those qualities can be exhibited. Do you know any one person who possesses all fifteen of them?

Suggestions for Special Projects or Reports

A study of the Bill of Rights in our State Constitution
 Why the Bill of Rights was added to our National Constitution
 Some commonly neglected duties of good citizenship
 Qualities in great Americans that we should imitate
 Are the rights and duties of citizens any different in the case of rich men from what they are in the case of poor men?
 Should girls take the same interest in citizenship activities that boys should take?
 The proper use of the United States Flag
 The laws of our country with reference to military service
 The truest kind of loyalty

Some Names and Terms We Should Understand

bill of rights	habeas corpus
personal liberty	private property
freedom of speech	militia
freedom of the press	military age
freedom of religion	treason
freedom of assembly	patriotism
freedom of petition	loyalty
personal security	

Topics We Should Be Able to Discuss

How and where are the rights and duties of citizens formally set down?
 What are the great groups or kinds of personal rights to which American citizens are entitled?
 What duties belong to good citizens in exchange for the rights they enjoy and the protection which the government gives them?
 How great and of what kind are the responsibilities of young citizens toward their fellow citizens and their government?
 What qualities characterize an ideal citizen?

Special Reference Material

BROOME AND ADAMS—"Conduct and Citizenship," Chapter XXVII
 EDMONSON AND CONDINEAU—"Citizenship through Problems," Chapters II, III
 HEPNER—"The Good Citizen," 315-319
 HILL—"Community and Vocational Civics," Chapter XVIII
 HUGHES—"Community Civics," 22-26, 215, 243
 HUGHES—"Textbook in Citizenship," Chapter XLII
 JENKS AND SMITH—"We and Our Government," 77-79
 KING AND BARNARD—"Our Community Life," Chapters XVI, XXV
 LEVIS—"Better Citizenship," 493-496
 MAGRUDER—"American Government," Chapter XXX
 WOODBURN AND MORGAN—"The American Community," 369-387
 LYMAN AND HILL—"Literature and Living," Book Three, 347-454, 549-696
 BOLTON—"Boys Who Became Famous"
 BOLTON—"Girls Who Became Famous"
 FORD—"The Honorable Peter Stirling"
 SPARKS—"Worthwhile Americans"
 TARKINGTON—"The Conquest of Canaan"
 TARKINGTON—"The Gentleman from Indiana"
 YONGE—"Book of Golden Deeds"

UNIT XVII—HOW PROGRESS MAY COME

Purpose

We study History to learn how the world came to be what it is today. We study Civics and Economics to learn the principles of government and public life as they are today. We live from day to day and must do our day's work as if there were going to be no chance for another one, but we and everybody else

would be utterly foolish to fail to think of what the future is to be for ourselves and the world. If business and society are not yet perfect, what are some of their most notable weaknesses, and how may we hope to act so as to bring about a better day?

- A. What conditions are wrong in our social and industrial life?
 1. Unfair distribution of wealth
 2. Abuse of wealth and opportunity
 3. Ill-will between classes
 4. Inefficient and sometimes corrupt politics and government
- B. What attitude is shown by different classes of people toward existing evils?
 1. Who are disturbed by them? What is meant by a *reactionary*? *standpatter*?
 2. What kinds of people are not satisfied with existing conditions?
 - a. Those who want something they do not own
 - b. Those who are distressed at the evils they see
 - c. Those who are anxious to bring about improvement
(Distinguish between *progressive* and *radical*)
- C. Is there hope for correcting existing evils?
 1. Have serious evils and wrongs been corrected in the past? If so, give examples
 2. What unsuccessful efforts have been made to establish ideal communities? Why did they fail? (Brook Farm, Harmony, etc.)
 3. What conditions are necessary to bring about improvement?
 - a. Realization of wrongs
 - b. Open-mindedness and understanding
 - c. Willingness to put forth efforts to make things better
 4. Ways of making changes: discuss the merits and defects of each
 - a. War
 - b. Revolution
 - c. Evolution of opinion
 - d. The ballot
- D. What agencies can help toward betterment, and how?
 1. Newspapers and magazines
 2. The church
 3. The school (Will this course be of value to you in the future?)
 4. Individuals and societies
 5. How the community may lay by a *social surplus*
- E. Our individual responsibility
 1. Proper emphasis upon rights and duties
 2. Accumulation of correct information and ideas
 3. Support of rightful authority and righteous causes
 4. Returning to the community at least some of what it has invested in us. (How much has your education actually cost the community?)

How much expense have you actually been to your parents?)

5. What do you think of this resolution?
"I intend to live so that I shall not have to say 'It might have been' "
6. Make a good statement of what you consider an ideal citizen

Suggestions for Special Projects and Reports

Some Utopias that have been proposed or attempted
What I shall have cost the community when I am twenty-one
A description of an all-around ideal citizen

Some Names and Terms We Should Understand

reactionary	radical	revolution
standpatter	Utopia	social surplus
progressive	evolution	

Topics We Should Be Able to Discuss

What conditions in the world today are particularly undesirable?
How do people feel with reference to existing conditions?
Is it possible to correct evils when we find them?
Are there any agencies which can help in improving society and business?
Does any responsibility rest upon us individually?

Special Reference Material

BURCH—"American Economic Life," Ch. XLIX
HUGHES—"Economic Civics," 307-324
HUGHES—"Fundamentals of Economics," Ch. XVIII
RUGG—"An Introduction to Problems of American Culture," Ch. XXIII
TUFTS—"The Real Business of Living," Ch. XL
BELLAMY—"Looking Backward"

SOME SUGGESTIONS IN REGARD TO TESTS

The informal semi-objective tests which are submitted herewith are not intended either to be examples of ideally formulated objective testing or to be followed without variation by any teacher. They are simply suggestive of the character of tests that any teacher can draw up for himself. The form, however, used here has been employed in eighth and ninth grade classes with considerable success, and the ordinary class will readily tell all it knows about such a test within less than a forty-minute period.

Since in so many respects we are in the habit of connecting fully successful achievement with the thought of 100 points, a system of scoring has been used which is based on the 100 point idea. In Part I of each test there are 28 items called for, for each of which one point may be given. Parts II, III, and IV each include 12 items for which two points each may be given. In Part II occasionally two names or terms are called for. In scoring that part, if only one of two terms is correctly given, or if an answer

is given which is not entirely wrong but which is not the best answer, one point may be given for an item instead of two.

The form of these tests is such that each test can be typed so as to use not more than one sheet of paper. If teachers have difficulty in getting work mimeographed or otherwise duplicated, they may still find it possible to use tests like these by reading them to the class. It would not be any great trouble to write on the blackboard the items in Part I and read to the class the questions in Parts II, III, and IV, allowing about one-half minute for writing the answer for each item.

It will be noticed that a considerable variety of form has been employed in the making of these tests. There is a feeling among some people that true-false questions are not suitable for junior high school pupils. While it would be rather absurd to use only this type of question, it is felt that junior high school pupils should be able to discriminate between correct and incorrect statements, and should have some practice in doing so. Objection may also be offered to the nature of the items in Part I, as not being sufficiently objective. It is true that in many cases more correct answers are possible than the number called for, yet the questions are of such a character that any one scoring the test would have little difficulty in knowing whether the answers given by a pupil were correct or incorrect. Questions of this type retain some of the merits of the "essay" type of question which has largely passed out of use, but which has some useful characteristics.

No doubt teachers will disagree as to the relative importance of different items that might be included in such tests as these. It is hoped, however, that few positively unimportant items have been included and practically no distinctly "catch" questions. No specific score, as 60 or 70, should be thought of as passing. The pupil gets so many points out of a possible 100. That is all that needs to be said in regard to the score. Some teachers may find that scores on these tests will average lower than the marks they commonly give on other kinds of tests. If that is the case they may find useful the so-called normal curve in determining what grades to give. It is a crime, however, to apply that to any and every group without modification. It is not an evidence of good teaching to have a large number of failures in such subjects as Civics and Social Science. It is eminently desirable that pupils shall develop an interest that will carry over into their outside reading and everyday conversation. Any system of teaching or grading which tends to kill such an interest is to be avoided.

A TEST IN CIVICS—UNITS I-III

Communities; American Citizenship; Ideals for Community Life

I. Give the information called for in the following items:

1. Before a foreigner can be naturalized in the United States he must be at least.....years old, though he may apply for naturalization at the age of..... At least.....must elapse between his first and his second papers, and he must live at least.....in the country before he can get his second papers.

2. Two examples of communities chiefly residential are and Two examples of communities chiefly industrial are and
3. Four practices or conditions which are to be avoided if a community is to be attractive are,, and
4. Three fundamental objectives in community planning are:,,
5. Four kinds of material commonly used for highway construction are,,,
6. A union of states in which the central government is strong is called a; if the central government is weak it is called a
7. Mention five of the great objectives of education:,,,,
8. Four agencies outside the home that may have considerable influence on family life or personal ideals are,,,

II. Fill the blanks with appropriate words or phrases:

1. The study of the science and practice of citizenship is known as
2. The term is applied to unnaturalized foreigners living in a country.
3. A group of people occupying the same territory and bound together by common interests and customs is a
4. The of a community is a convenient place where many of its important buildings are located.
5. An arrangement of streets in a city so that they intersect at right angles is called a plan.
6. To divide a city or town into districts each of which is set apart for a particular purpose or use, laws are enacted.
7. Two or more people closely related to one another and occupying the same apartment or dwelling are called a
8. Exercise or change in one's activities which is intended to rebuild or strengthen a person is called
9. When a country allows all to worship as they please, and favors no one religious denomination, its policy is known as
10. Two privileges which citizens of the United States enjoy, but are not allowed to other residents, are and
11. The Census Bureau calls organized local communities with 2500 people or more communities; under 2500 communities.
12. "To form a more perfect union" is one of the purposes expressed in the

III. Underline the most suitable word or phrase in each of the following statements:

1. One's idea of his relation to a Power higher than himself is a feature of his religion, moral standards, citizenship, **community spirit**.
2. A good place for a hospital in a community is near the business center, near the railroad station, in a quiet residential district, near a public school.
3. One reason why city planning in many Pennsylvania communities is difficult is the lack of waterways, the need of railroads in many districts, the changeable climate, the very uneven surface.
4. The most common way in which communities try to provide recreation is by establishing playgrounds, building skating rinks, building parking garages, building bridges across the rivers.
5. Public opinion is what the newspapers say, what is taught in the schools, what ministers preach about, what people as a whole think.
6. One's ideals with reference to conduct and character may be referred to as environment, fashion, habits, moral standards.
7. Our naturalization laws do not permit Indians, children, Negroes, Japanese to be naturalized.
8. A sufficient justification for taking away a person's citizenship would be failure to pay taxes, treason, failure to learn the Constitution, breaking a speed law.
9. Any person who is under the authority of the government of a country is a citizen, subject, resident, voter of that country.
10. Giving up citizenship in the country of one's birth may be called expatriation, divorce, toleration, excommunication.
11. A phrase intended to symbolize the spirit of a community may be called a community charter, a community policy, a fashion, a community slogan.
12. An important function of a church in the United States is to control the government, determine who is the best citizen, help the people to live good lives, arrange for marriages and divorces.

IV. Write the proper word, *True* or *False*, in front of each of the following statements:

1. It is generally considered best to have all possible tourist traffic go through the business center of a city.
2. It is usually much more expensive to improve the plan of a city after it is once built, than to do it in the first place.

3. When people get into a crowd they often cease to think soberly and reasonably.
4. The Constitution of the United States forbids our government to show favors to any religious denomination.
5. Not everybody can be a great leader, but everybody can know what the qualities of leadership are.
6. The saying, "When in Rome do as the Romans do" is not always a safe guide for one's conduct.
7. A woman's husband may be a citizen of the United States when she is not.
8. Without cooperation on the part of good citizens, a government cannot accomplish a great deal for its people.
9. The average size of families today is much greater than it used to be.
10. A home in which children have nothing whatever to do does not give the best training for good citizenship in later life.
11. In a federal government all power is exercised by the central government, located at the capital of the country.
12. In the case of Washington, D. C., a very careful plan was laid out before the city was built.

A TEST IN CIVICS—Units IV and V

Protecting Life and Property; Training for Effective Living

I. Give the information called for in the following items:

1. Four diseases for which people are regularly quarantined are:,,,
2. Four reasons why people commit crime are:,,,
3. Two important officers connected with the punishment of crime, with the government (national, state, county, city) under which they serve are:
 Officer
 Government
4. Mention the name of: a prominent Pennsylvania newspaper; a prominent newspaper outside of Pennsylvania; two widely read weekly or monthly magazines,,
5. Four ways by which one may improve himself intellectually outside of school are:
6. Four institutions of learning in the State more advanced than the high school are
7. Our local Board of School Directors has members. They are chosen by for a term of years. Their president is

II. Fill the blanks with appropriate words or phrases:

1. There are regular classes of school districts in Pennsylvania.
2. In recent years many small country schools have been closed and their work taken up by schools.
3. A school organization which commonly includes grades 7, 8, and 9 is known as
4. The effort of our schools to help pupils select suitable courses and subjects in preparation for their life work is known as
5. Records kept in regard to births, deaths, and marriages in a community are known as
6. is a process in which milk is heated to about 140° in order to kill disease germs.
7. Any violation of law is a
8. Our water supply comes chiefly from
9. A crime that is not particularly serious is called a; a serious crime is known as a
10. To protect the author of a book or other composition, he may take out a on his production.
11. The Eighteenth Amendment to the Constitution refers to
12. The in the City of Washington is the chief agency of the national government in promoting education.

III. Underline the most suitable word or phrase in each of the following statements:

1. The possession of a considerable number of facts may be called education, intelligence, knowledge, intuition.
2. The chief state education officer in Pennsylvania is known as the commissioner of education, superintendent of schools, superintendent of public instruction, director of education.
3. In comparing the illiteracy record of the United States and of the countries of Northwestern Europe, we find that it is much superior, about the same, impossible to reckon, considerably worse.
4. People are often inoculated to prevent typhoid fever, cancer, tuberculosis, whooping cough.
5. A former policy by which, in some states, counties or cities were allowed to vote on the licensing of saloons, was called zoning, prohibition, quarantine, local option.

6. The execution of a criminal is known as suspended sentence, capital punishment, probation, tort.
 7. Waste matter that is likely to decay is known as sewage, rubbish, filtration, garbage.
 8. The worthiest purpose in dealing with a criminal is to punish him, to send him to jail, to reform him, to make him work hard.
 9. A prison term which does not fix the exact length of time in prison is an indeterminate sentence, a parole, a suspended sentence, a misdemeanor.
 10. If my clothing caught fire from a gas grate, the most suitable thing to do would be to run to the next house for help, to wrap a rug around myself and roll on the floor, to open the window and scream for help, to hunt a book on safety.
 11. A disease which has been practically eliminated from this country is yellow fever, measles, tuberculosis, diphtheria.
 12. Protection from fire losses is a matter that must mainly be looked after by the national government, state government, county officials, local community.
- IV. Write the proper word, *True* or *False*, in front of each of the following statements:
1. Americans have no right to take pride in our records about either fires or crime.
 2. The Eighteenth Amendment and the Volstead Act are one and the same thing.
 3. Crimes are not necessarily immoral acts in themselves.
 4. It is generally thought best to treat young criminals differently from older ones.
 5. The pardoning of criminals in Pennsylvania is a matter entirely for the discretion of the governor.
 6. The federal government helps states to support some of their schools but maintains no public schools in the states themselves.
 7. The fact that Lincoln and Edison had very little formal schooling shows that we have spent altogether too much money for schools in this country.
 8. The United States Constitution contains at least four references to education.
 9. Ordinarily any city, borough, or township in Pennsylvania is a school district.
 10. The entire cost of maintaining the public schools in a community is paid by direct taxes on the people of the district.
 11. One who in his youth failed to have opportunities for extensive schooling can never hope to become intelligent or cultured.
 12. The attendance at high schools in the last few years has increased much more rapidly than the attendance in elementary schools.

A TEST IN CIVICS—UNITS VI and VII

Principles of Government and Politics; National Government

I. Give the information called for in the following items:

1. Four essential services or functions of government are:

.....

.....

.....

2. Mention and define four kinds of government that have existed in the world.

.....

.....

.....

3. Four powers or duties of the President of the United States are:

.....

.....

4. Mention four members of the President's Cabinet, with the particular office each holds:

.....

.....

.....

5. Four requirements for voters in Pennsylvania are:

.....

.....

II. Fill the blanks with appropriate words or phrases:

1. A fundamental document which sets forth the form and powers of a government is called a
2. The term signifies the submission of a bill or proposal to popular vote before it goes into effect.
3. The two general functions of the President's Cabinet are to and to
4. Amendments to the United States Constitution may be proposed by a two-thirds vote of Congress and

ratified by of the

5. The National House of Representatives has members; the number from each state depends upon its

6. The United States Supreme Court includes justices, one of whom, Mr., is Chief Justice.

7. As soon as a bill is introduced in Congress it is referred to a

8. When a bill or resolution comes to the President he may do one of three things, sign it,, or

9. Candidates for President are nominated by held in leap years.

10. There are now states in the Union; the largest of which is

11. An election at which parties nominate candidates for office is known as a

12. Two important features of the so-called Australian ballot system are:

III. Underline the most suitable word or phrase in each of the following statements:

1. An introductory statement giving reasons why some document that is drawn up is called a bill of rights. law, preamble, amendment.

2. The number of members of a law-making body necessary to carry on business legally is called a quorum, filibuster, apportionment, nomination.

3. The electoral vote cast by any state depends upon its area, its population, the length of its membership in the Union, the number of its senators and representatives in Congress.

4. At present the Philippine Islands are governed as a territory, possession, federal district, state. .

5. Powers exercised by both the national government and the state governments are called delegated, reserved, concurrent, extraordinary.

6. The adoption of the Declaration of Independence, the Articles of Confederation, the State Constitution, the United States Constitution, marked the change of the thirteen original colonies into independent states.

7. Federal judges are chosen for a term of four years, ten years, twenty-one years, good behavior.

8. If the two houses of Congress pass a bill but not in exactly the same form, it is likely to be sent to a referendum, conference committee, filibuster, caucus.

9. An important bureau in the National Department of Agriculture is the Weather Bureau, Secret Service, Bureau of Prohibition, Bureau of Mines.

10. An important duty of the National Department of State is the naturalizing of foreigners, taking of the census, the supervision of foreign relations, the oversight of Indian affairs.

11. The bringing of formal charges against an executive or judicial officer is called campaign, impeachment, recall, referendum.

12. In referring to voting for all the candidates of one political party we sometimes use the phrase: independent voting, caucus, preferential voting, straight ticket.

IV. Write the proper word, *True* or *False*, in front of each of the following statements:

1. In many elections the winning candidate gets a plurality of votes without having a majority.

2. If the office of Vice-President becomes vacant it remains so until the next presidential election.

3. It is possible for a presidential candidate to be defeated even when a majority of the voters of the country may support him.

4. The Supreme Court has a veto power over laws on the same principle as that of the President.

5. What we call the Cabinet in our government is in most respects a mere copy of the English Cabinet.

6. In any dispute affecting the authority of the United States government, the federal Supreme Court has the final word.

7. Declarations of war by the United States are made by the President.

8. Pennsylvania holds its local elections in odd-numbered years.

9. A new state can not get into the Union without the consent of Congress, but when it is once in, Congress can not get it out.

10. In the United States Constitution special provision is made for the election of officers through the agency of political parties.

11. Pennsylvania's record for participation in elections by its voters is one of the best of any of the states.

12. Through preferential voting all the important elements of a community are more likely to get representation than under a system of voting for first choices only.

A TEST IN CIVICS—UNITS VIII-X

State and Local Government; Public Finance; International Relations

I. Give the information called for in the following items:

1. The name of the Governor of Pennsylvania and three of the powers and duties of his office:

2. Draw an outline of the boundaries of Pennsylvania and locate in their proper place four of the ten largest cities.

3. Give an example of each of the classes of cities in Pennsylvania:
 4. Four qualities that a good tax should possess:
 5. Two important sources of revenue for the national government are . and
 6. Pennsylvania boroughs that have a population of may become cities.
 7. A country under the supervision of a stronger or more advanced nation, but not owned by that nation is a
 8. A citizen of a nation, who is traveling in other countries, should carry with him a issued by his own government.
 9. Before a criminal case is tried there must be an indictment by
 10. The two courts in Pennsylvania which have state-wide jurisdiction are and
 11. The county officer who is most responsible for the maintenance of peace and order is the
- II. Underline the most suitable word or phrase in each of the following statements:
1. The majority of heads of departments in the government of Pennsylvania are chosen by popular vote, Governor's appointment, election by the Legislature, appointment by the President.
 2. In Pennsylvania, the judges who try most cases arising under state laws are elected under the name of Superior Judges, Customs Courts, magistrates, Common Pleas Judges.
 3. The number of members in the highest court in Pennsylvania is four, seven, ten, fifteen.
 4. The number of members in the Pennsylvania House of Representatives is 50, 96, 208, 435.
 5. The number of people in a petit jury is six, twelve, seventeen, twenty-three.
 6. The chief burgess is an important officer in the government of a city, town, borough, school district.
 7. The county officer who is responsible for prosecuting criminals is the district attorney, the sheriff, controller, constable.
 8. A tax on imported goods is frequently called a tariff, excise, poll tax, sales tax.
 9. To obtain private property for public use, a government may exercise the right of discovery, habeas corpus, eminent domain, extraterritoriality.
 10. The headquarters of the League of Nations are at London, Paris, Geneva, the Hague.
 11. The highest rank in our diplomatic service is that of secretary, ambassador, envoy, consul.
 12. A form of local government which vests much administrative power in one person is the commission, the mayor, council, manager, diplomatic.
- III. Write the proper word, *True* or *False*, in front of each of the following items:
1. In both the national government and the government of Pennsylvania the senators' term is greater than that of the representatives.
 2. State constitutions are usually longer and more complicated than the United States Constitution.
 3. The longest term for which the people of any state elect an officer is found in Pennsylvania.
 4. Pennsylvania has had four constitutions; the present one has been in operation more than half a century.
 5. The heads of executive departments in Pennsylvania are more numerous than the members of the President's Cabinet.
 6. The single taxers believe that there should be no tax of any kind except on the value of land.
 7. Governments most often borrow money by selling bonds.
 8. Direct taxes are usually much more popular than indirect taxes.
 9. Budget making is a relatively new but important activity in our national government.
 10. In the United States the entire responsibility for treaties is in the hands of the President.
 11. International law is still a somewhat indefinite thing.
 12. American citizens have served on the World Court in spite of the fact that this country has not contributed to its support.

SUMMARY TESTS—UNITS I-X

- I. Give the information called for in the following items:
1. The place of the President in the national government corresponds to that of the in the state government, or of the in our community. The work of the in the national government is much like that of the in state government, or of the council in our community.
 2. Four ways by which a person may acquire citizenship in the United States are

3. Four reasons why we have government are:

4. Four ways by which governments obtain money are:

5. Four rights guaranteed to American citizens by our constitutions are:

6. In front of each title in the first column write the appropriate name.

Secretary of the Treasury
Governor of Pennsylvania
Senator from Pennsylvania
Secretary of State
County Commissioner
Supreme Court Justice
Superintendent of Schools

II. Fill in the blanks with appropriate words or phrases:

1. A fundamental document which sets forth the form and powers of a government is called a

2. A government in which the people choose representatives to carry on public business is a

3. The Census Bureau calls cities or boroughs with 2500 people or more communities.

4. Records kept in regard to births, deaths, and marriages in a community are known as

5. In a civil case the person who brings the suit is the; the one who is sued is the

6. The term is applied to unnaturalized foreigners living in a country.

7. The submission of a bill or proposal to popular vote before it goes into effect is a

8. An election to nominate candidates for office is a election.

9. After each of the following numbers indicate a correct use of that number in national, state, or local government.

96	$\frac{2}{3}$
4	5
9	19
435	21

III. Underline the most suitable word or phrase in each of the following statements?

1. The execution of a criminal is known as suspended sentence, capital punishment, probation, tort.

2. Waste matter that is likely to decay is known as sewage, filtration, garbage, rubbish.

3. An area one mile on each side is called the center of population, a suburb, a borough, a square mile.

4. A declaration of war by this country must come from the President, the Supreme Court, Congress, popular vote.

5. The electoral vote cast by any state depends upon its area, its population, the length of its membership in the Union, the number of its senators and representatives in Congress.

6. In Pennsylvania the judges who try most cases arising under state laws are elected under the name of superior judges, customs court, magistrates, common pleas judges.

7. If a person accused of crime leaves the state where the crime is committed, the Governor may use a rider, a campaign, an appeal, extradition in trying to bring him back.

8. At present the Philippine Islands are governed as a territory, possession, federal district, state.

9. County taxes are levied by the commissioners, controller, district attorney, treasurer.

10. Second class cities in Pennsylvania must have a population of at least 10,000, 100,000, 500,000, 1,000,000.

11. A method by which a voter may indicate more choices than his first among candidates for office is known as straight ticket, short ballot, recall, preferential vote.

12. The headquarters of the League of Nations are in London, Paris, The Hague, Geneva.

IV. Write the proper word, *True* or *False*, in front of each of the following statements:

1. A woman's husband may be a citizen of the United States when she is not.

2. The average size of families today is much greater than it used to be.

3. Reformation is considered a worthier motive in dealing with criminals than punishment.

4. The 18th Amendment and the Volstead Act are one and the same thing.

5. It is possible for a Presidential candidate to be defeated even when a majority of the voters of the country may support him.

6. In any dispute affecting the authority of the United States government, the federal Supreme Court has the final word.

7. A new state can not get into the Union without the consent of Congress, but when it is in, Congress can not get it out.

8. Under our system of government the Cabinet is much more influential than it is in the English government.

9. In the trial of a case in court it is presumed that the judge will tell the jury what verdict to bring in.
10. At least 90% of the voters of Pennsylvania commonly participate in the elections in the state.
11. If it were not for expenses growing out of wars our national debt today would be very slight.
12. In recent years the policy of the United States government toward the League of Nations has been one of close cooperation without membership.

A TEST ON UNIT XI

Foundations of our Economic Life

I. Give the information called for in the following items:

1. Mention four sources of information which will be useful in the study of economic topics:
2. Four motives that cause people to work are:
3. Mention four conditions that are necessary to satisfactory progress:
4. Four acts on the part of yourself or some member of your family, this week, which have an economic value:
5. Four kinds of utilities are:
6. Mention four fundamental needs which everyone should be able to satisfy:
7. Select one of the factors in production and give an example of the way it is used in each of four different occupations:

II. Fill in the blanks with appropriate words or phrases:

1. The total of one's possessions which can be estimated in a money value is his
2. Goods which exist in such abundance that they can ordinarily be had without limit are goods.
3. Property which can be readily moved from place to place is property.
4. The principle that the best results will be attained by a person or community if engaged in the activity best suited for him or it, is called the law of
5. Property which, under ordinary circumstances, belongs to a particular person or group is property.
6. Those qualities of anything which enable it to gratify a want constitute its
7. When we want a certain thing for its own sake we speak of it as a want; if we want it because it will help us to gratify some other desires, the want becomes
8. The worth of anything with reference to its immediate satisfaction of a want is its value in
9. The return that goes to land for its service in production is known as
10. The preparation of goods so they may satisfy wants is known as
11. It is desirable that a person shall be able to look forward in later life to a period of
12. is that factor in production which is responsible for the return which we call profits.

III. Underline the most suitable word or phrase in each of the following statements:

1. Topics that relate closely to one's activities in earning a living are called civic, economic, social, political.
2. The total amount of human wants is unlimited, very slight, easy to reckon, becoming steadily less.
3. Property that is fixed and difficult to move is known as public property, possessions, goods, real property.
4. The use of goods to gratify wants is known as exchange, specialization, economy, consumption.
5. The desire for a public work or playground would be classified as a personal, individual, community, political, want.
6. An activity, physical or mental, undertaken with a conscious effort to accomplish something is management, work, education, diversion.
7. The transfer of ownership or possession of goods is called exchange, manufacture, distribution, labor.
8. Goods which are limited in quantity and can be obtained only at some cost are possessions, services, economic goods, utilities.
9. Any material things which will help to satisfy wants are real property, services, goods, utilities.
10. The desire for stone to build a church in which to worship would be commonly considered a personal, harmful, competitive, secondary want.
11. The years before one is eighteen years old should regularly be a period of educational training, work, efficiency, management.
12. The sharing of the returns from production among those who have taken part in it is known as value in use, distribution, interest, dividend.

IV. Write the proper word, *True* or *False*, in front of each of the following statements:

1. The economic problems of today are of comparatively little importance in the life of American people.
2. One cannot perform his full duty as a good citizen without some knowledge of economic topics.
3. Man's needs are always greater than his wants.
4. According to the law of least social cost, an employer should always hire those workers whom he can get most cheaply.
5. Newspapers seldom furnish any information of value that applies to the study of economics.
6. To want a thing intensely is no proof that the satisfaction of the want would be helpful.
7. When a person has satisfied a strongly felt want he is not likely to want anything more.
8. Economic goods in these days are much more numerous than free goods.
9. No man lives a completely independent life.
10. Whether a government is well administered or not is of little importance to our economic welfare.
11. The four phases of our economic activities constantly affect one another.
12. One who is engaged in a lowly and honest job deserves appreciation as truly as one who makes a million dollars a year.

A TEST ON UNIT XII

How Man has Learned to Work with Nature

I. Give the information called for in the following items:

1. Four sources of power that man has used are:
2. Four inventions that we use but Lincoln did not are:
3. Four kinds or forms of natural resources in connection with which conservation should be practiced are:
4. Mention a state or section of the United States which is important in supplying each of the following:
 Coal Wheat
 Iron Cotton
5. Four of the best known railroad systems in the country are the
6. Two prominent names in aviation in recent years are and;
 two names of persons prominent today in the manufacture of automobiles are
 and
7. Four ways in which modern facilities in communication and transportation promote our comfort and well-being are:

II. Fill the blanks with the appropriate words or phrases:

1. Two animals which man early domesticated were the and the
2. is a commodity much needed in the automobile industry, but one which we have to import entirely.
3. The fact that is a populous country surrounded by water has forced her to become a great commercial nation.
4. The principle that, after a certain point is reached in the use of labor and capital on a given piece of property, the added returns will be less proportionately than before that point, is called
5. The ships of any nation engaged in commerce are collectively called its
6. of Germany was the first to make practical the kind of airship of which the Akron is a recent notable example.
7. Much of the expense of operating radio stations in the United States is paid by
8. The Englishman, George Stephenson, was the first to make the a practical success.
9. Letters and postal cards are forms of class mail matter.
10. The economic stage in which the care of flocks and herds was the outstanding activity was the age.
11. A Pennsylvania inventor whose work was of vital importance for the safety of travel was
12. When one purchases a piece of land he receives a as evidence of his ownership of it.

III. Underline the appropriate word or phrase in the following statements:

1. Men first needed to settle down in permanent locations in the pastoral, agricultural, handicraft, machine age.
2. When a person gets a claim on a piece of property by reason of lending money to its owner he is said to hold a deed, a title, an accommodation, a mortgage.

3. Much of the development of the far Southwest has come through the aid of the factory system, irrigation, tobacco culture, forest reserves.
 4. The first long canal to be constructed in the United States was the Panama, Erie, Soo, Suez.
 5. The difficulty that workers sometimes have in moving from one community to another is referred to as delayed transportation, overhead expense, small scale production, the immobility of labor.
 6. The name most prominently connected with the invention of the telephone is Morse, Bell, Field, Ford.
 7. Aeronautics is a term frequently applied to radio broadcasting, the operation of cables, the collection of foreign news, the science of air traffic.
 8. Regulation of the use of the radio is in the hands of the State Board of Censors, Federal Radio Commission, National Broadcasting Company, Associated Press.
 9. The name of Luther Burbank, Louis Pasteur, Samuel F. B. Morse, Thomas A. Edison, is connected with the development of new varieties of plants and flowers.
 10. Increased value in land that is not the result of improvements made by the owner is referred to as development, unearned increment, interest, environment.
 11. The Western Union is the name of a corporation engaged in the railways, telegraph, express, shipping business.
 12. Primitive man's attitude toward Nature was marked by a broad understanding, an effective control, a superstitious fear, a diminishing return.
- IV. Write the proper word, *True* or *False*, in front of each of the following statements:
1. Without the ability to use fire man would not have made great industrial progress.
 2. Much of our public land has been almost given away.
 3. Men are not so easily deterred by natural obstacles today as formerly in carrying on industrial enterprises.
 4. Under a proper policy of conservation we would not cut down a tree for the next fifty years.
 5. Pennsylvania ranks high in several of the industries and occupations based on natural resources.
 6. Very unsatisfactory conditions exist today in the production of oil and coal.
 7. Almost every year the United States postal service incurs a considerable deficit.
 8. Railroads today are finding it much easier than formerly to pay large dividends.
 9. If it had not been for the railroad and the steamboat the settlement of the Mississippi Valley and far West would have been very much slower.
 10. Many thousands of dollars have been sunk in street railway construction since the beginning of this century.
 11. It makes little difference to farmers what kind of highways they travel, because they seldom wish to go far.
 12. Problems of land ownership arise in cities as well as in country districts.

A TEST ON UNIT XIII

Managing and Controlling Business

I. Give the information called for in the following items:

1. Four kinds of monopolies are:
2. Four things that a business man has to do are:
3. Four methods of advertising common today are:
4. Two advantages that a corporation possesses are and; two men famous for organizing large scale business are and
5. Four services rendered by banks are:
6. Mention two arguments for and two against government ownership of public utilities:.....
7. All national banks must belong to the system; in this system the country is divided into districts; your town is in the district; the has the general oversight of the system.

II. Fill in the blanks with the appropriate words or phrases:

1. Before a corporation can do business it must secure a from some State Government
2. If three or four men get themselves elected on the boards of directors of different corporations we have an example of
3. A is one who owns and manages his business entirely on his own responsibility.
4. One who has a part in the marketing of goods between the original producer and the ultimate consumer is known as a

5. We say a exists when one person or firm can control the output and sale of a commodity.
6. The cost of office management and general supervision in a business is referred to as the.....
7. A is a person who has been declared by a court unable to pay his debts.
8. A commodity generally acceptable in exchange for goods or services is called
9. Money that must be accepted when offered in payment of a debt is called
10. The is the standard of the United States currency system.
11. The desire for anything coupled with the ability to get it is known as
12. A tariff whose main purpose is to get money for the treasury is a tariff.

III. Underline the most suitable word or phrase in each of the following statements:

1. Management consists primarily in putting large sums of money on interest; bringing land, labor and capital together in business relations; buying and selling stocks; sending circulars through the mail.
2. If three corporations unite into one large corporation we have a trust, holding company, public utility, merger.
3. A notable example of a chain store is H. J. Heinz Co., United States Steel Corporation, Atlantic and Pacific Tea Company.
4. An organization intended to make it easier for banks to adjust their business with one another is called a balance of trade, clearing house, stock exchange, balance sheet.
5. The figure at which a commodity sells at any particular time is referred to as liability, local exchange, value in use, market price.
6. The use of one commodity as the standard for a country's money system is known as credit, monopoly, monometallism, gold reserve.
7. Authority given to a street railway to lay its tracks is commonly done by regulation, franchise, subsidy, domestic service.
8. The theory that the government should not interfere with the development of business is called protection, laissez faire, bolshevism, civil service.
9. Great Britain has recently changed its policy on tariff, regulation of railroads, inspection of banks, control of the radio.
10. An example of government aid in the conduct of private business is the work of Federal Farm Board, the appointment of the President's Cabinet, the holding of civil service examinations, paying old age pensions.
11. The doctrine that the government should own and operate all the fundamental industries is socialism, civil service, anarchism, regulation.
12. The "five-year plan" is a feature of preparation for bank inspection, a program of child education, a policy for regulating trusts, a proposal for the industrial reconstruction of Russia.

IV. Write the proper word, *True* or *False*, in front of each of the following sentences:

1. There are not more than ten or fifteen capitalists in the United States.
2. Business men should be just as honest and accurate in business as in their private lives.
3. Partners may be held responsible for the business debts of one another, which is commonly not the case with stockholders in a corporation.
4. All the paper money issued by our government is backed by coin or bullion in the treasury.
5. We may be sure that a monopolist will charge an extremely high price for his product.
6. A protective tariff makes "protected" goods cost more than they otherwise would.
7. Communism and Socialism mean precisely the same thing.
8. The federal government has found it advisable both to encourage and to restrain certain business activities.
9. Commercial banks are those which make a specialty of buying and selling stocks and bonds.
10. In the United States as a whole, the number of rural stores is still large.
11. A person is foolish to go into business on his own account unless he possesses a considerable amount of initiative and good judgment.
12. The Federal Power Commission has authority to fix the rates charged by electric light and power companies anywhere in the country.

A TEST ON UNIT XIV

Human Relations in the World of Work

I. Give the information called for in the following items:

1. Mention a skilled trade that is concerned in each of the following stages of building construction:
foundation, framework finishing decorating
2. Four suggested means of relieving unemployment are:

.....
.....

3. Four definite services which unions try to render to their members are:
4. Four occupations which women fill to a greater extent than men are:
5. Four means of learning about opportunities for positions are:
6. Four helpful results of intelligent choice of occupations are:
7. Four provisions of law intended to improve the conditions of factory workers are:

II. Fill in the blanks with the appropriate words or phrases:

1. Manufacturing and mechanical industries are concerned primarily with the creation of..... utilities.
2. One significant distinction between a profession and a trade is that the trade calls for a larger proportion of labor.
3. is the term applied to the dealings with employers which a union carries on in behalf of all its members.
4. workers are those who need considerable intelligence, practice, and experience, but not necessarily the most advanced grades of education.
5. As a result of labor disputes employers sometimes establish a on which they put the names of troublesome employees.
6. An establishment which employs workers without reference to union membership is
7. "....." jobs are those that require little manual labor, and are often connected with office work.
8. is the effort of schools to help pupils make a wise choice of occupations.
9. "....." jobs are those which promise little or no advancement in the future.
10. Civil service examinations are a preliminary to entrance in many positions in service.
11. Farming in which much capital and labor is employed on a small area of land is known as. farming.
12. A personnel department is one whose main duty is

III. Underline the most suitable word or phrase in each of the following statements:

1. Division of labor occurs when several men help in doing the same piece of work, when one man shares his job with another, when each worker performs a definite part of an entire process, when two men work half-time.
2. No one should enter occupations dealing directly with natural resources unless he is well-to-do, enjoys outdoor life, has a college education, is a native American.
3. A trade in which machines have, to a considerable extent, displaced handwork is printing, paper-hanging, photography, plastering.
4. Stationing men around a shop to induce workers to stay away from work is called a boycott, picketing, lockout, check-off.
5. Wages put on the basis of quantity of goods produced are spoken of as bonus, time, piece, union wages.
6. Industrial democracy is a term applied to the election of employers by employees, the management of industries by the government, the control of factories by unions, the representation of workers in the administration of a business.
7. An activity to which one may devote considerable attention as a side line or change from his regular employment is an avocation, profession, recommendation, contract.
8. Social service workers, chemists, aviators, clerical workers are needed in a great variety of industries.
9. A common weapon used by labor organizations is a lockout, strike, injunction, domestic system.
10. The continuation school, union label, minimum wage law, workmen's compensation, is a notable feature of legislation affecting child labor.
11. Settlement of a dispute by referring it to impartial persons is called recognition, conciliation, mediation, arbitration.
12. A person who has signed an agreement to work for some time learning a trade is called a research worker, machinist, apprentice, journeyman.

IV. Write the proper word, *True* or *False*, in front of each of the following items:

1. Education beyond the 3 R's is of almost no value to the farmer.
2. In the skilled trades the opportunities for men are much greater than for women.
3. More people are employed in manufacturing and mechanical industries than in any other one of the nine major groups of occupations.
4. It is generally agreed that in factory work it is entirely the responsibility of the worker if he is injured while on the job.
5. In considering the attractiveness of a position one needs only to know the amount of wages to be paid.
6. In a well-managed establishment the labor turnover in a given period is kept to a minimum.

7. Any person who has shown himself to be a capable worker may be sure that his success as an employer will be notable.
8. The average income of high school graduates over a long period of years is about the same as that of college graduates.
9. Most people are well qualified to select their life vocations at the time they enter high school.
10. Many people of considerable natural talent have failed to gain success because of their inability to work with other people.
11. Profit-sharing is a plan which is likely to be more attractive to workers than to employers.
12. The longer a letter of application is, the more likely is it to receive favorable consideration.

SUMMARY TEST—UNITS XI-XIV

A Semester Test in Social Science

I. Give the information called for in the following items:

1. The four factors in production and the returns they each receive are:
Factor
Return
2. Four things that a business man has to do are:
3. Four services rendered by banks are:
.....
4. Four examples of public utilities are:
.....
5. Four causes of unemployment are:
.....
6. Four items which should be provided for in every family budget are:
.....

II. Fill in the blanks with the appropriate words or phrases:

1. The principle that after a certain point is reached in the use of labor and capital on a given piece of property the added returns will be less in proportion than before that point, is called
2. is the use of goods to gratify wants.
3. If three or four men get themselves elected on the board of directors of different corporations we have an example of
4. A is a person who has a part in the marketing of goods between the original producer and the ultimate consumer.
5. Much of the expense of operating radio stations in the United States is paid by
6. A commodity generally acceptable in exchange for goods or services is called
7. The desire for anything coupled with the ability to get it is known as
8. is a term applied to the dealings with employers which a union carries on in behalf of all its members.
9. and are the two classes of occupations which include more than half the workers of the country.
10. A cardinal doctrine of is that the government should own and operate all the fundamental industries of the country.
11. Investment implies the purchasing of property for indefinite holding, as compared with speculation, which implies purchase with the purpose of
12. To borrow a French term, the business and professional people of a country are sometimes referred to as the class.

III. Underline the most suitable word or phrase in each of the following statements.

1. Man first needed to settle down in permanent locations in the pastoral, agricultural, handicraft, machine age.
2. The building of factories made city life more necessary, caused people to live more simply, made more people to go on farms, required many slaves to work in them.
3. When a person gets a claim on a piece of property by reason of lending money to its owner, he is said to hold a deed, a title, a boycott, a mortgage.
4. One advantage of large scale production is the increased use of by-products, the issuing of bonds, simplicity of management, necessity of little capital.
5. The difficulty that workers sometimes have in moving from one community or occupation to another is referred to as delayed transportation, overhead expense, small-scale production, the immobility of labor.
6. The great majority of appointments in the postal service are received through civil service examinations, friendship with the President, election by popular vote, presentation of college diploma.
7. A person who has signed an agreement to work for some time learning a trade is called a research worker, apprentice, machinist, journeyman.

8. The use of one commodity as a standard for a country's money system is known as credit, monopoly, monometallism, gold reserve.

9. Government aid in money to support some industry is called Communism, tariff, charter, subsidy.

10. An organization built upon the representation of industrial classes is a public service, soviet, commission, public utility.

11. The amount of goods and services that one uses to satisfy his needs and wants is referred to as his social insurance, standard of living, vocational efficiency, industrial cooperation.

IV. Write the proper word, *True* or *False*, in front of each of the following items:

1. In the Machine Age we need many more workers to produce an equal amount of articles than we did in former days.

2. Very unsatisfactory conditions exist today in the production of oil and coal.

3. According to the law of least social cost, an employer ought always to hire those workers whom he can get most cheaply.

4. Bonds differ from stock in that the bond-holder has no voice in the conduct of the corporation.

5. Partners may be held responsible for the business debts of another, which is commonly not the case with stock-holders in a corporation.

6. A monopolist invariably charges a very high price for his product.

7. Intelligent people do not believe that the burden should rest entirely upon the worker if he is injured while on the job.

8. One of the effects of a protective tariff is to raise the cost of "protected" goods to the purchaser.

9. The Federal government has always adopted the laissez faire theory as to its relation with business.

10. The average income of a high school graduate over a long period of years is about the same as that of college graduates.

11. If a group of ten persons were typical representatives of the distribution of wealth in this country, one of them would have as much as the other nine put together.

12. One has no right to expect to be successful in these days without some knowledge of the fundamental principles of economics.

CITIZENSHIP TEXTBOOKS

AMES, E. W. AND ELDRED, ARVIE—Community Civics—Macmillan

ASHLEY, R. L.—The Practice of Citizenship—Macmillan

BROOME, E. C. AND ADAMS, E. W.—Conduct and Citizenship—Macmillan

DUNN, A. W.—Community Civics for City Schools—Heath

DUNN, A. W.—Community Civics and Rural Life—Heath

EDMONSON AND DONDINEAU—Citizenship Through Problems—Macmillan

FINCH, C. E.—Everyday Civics—American Book

HEPNER, W. R. AND F. K.—The Good Citizen—Houghton, Mifflin

HILL, H. C.—Community Life and Civic Problems—Ginn

HUGHES, R. O.—Elementary Community Civics—Allyn and Bacon

HUGHES, R. O.—Community Civics—Allyn and Bacon

HUGHES, R. O.—Textbook in Citizenship—Allyn and Bacon

JENKS, AND SMITH—We and Our Government—American Viewpoint Society

KING, C. L. AND BARNARD, J. L.—Our Community Life—Winston

LEVIS, E. C.—Better Citizenship—Harcourt

PATTERSON, C. P., EVANS, A. W. AND SIMONS, J. P.—American Citizenship—Rand

READ, T. H.—Loyal Citizenship—World Book

SMITH, J. F.—Our Neighborhood—Winston

TURKINGTON, G. S.—Community Civics—Ginn

WOODBURN, J. A., AND MORAN, T. F.—The American Community—Longmans

BOOKS DEALING WITH SPECIAL SUBJECTS

MALTBY—The Pennsylvania Citizen—Local and State Government—American Book

MAGRUDER—National Governments and International Relationships—Allyn and Bacon

POTTER AND WEST—International Civics—Macmillan

REFERENCES FOR TEACHERS

BAKER-CROTHERS, H., AND HUDNUT, R. A.—Problems of Citizenship—Holt

BEARD, C. A.—American Government and Politics—Macmillan

BOGART, E. L. AND LANDON, C. E.—Modern Industry—Longmans

BOWEN, E.—Social Economy—Silver

CUBBERLY, E. P.—The History of Education—Houghton

ELDREDGE, S., AND CLARK, C. D.—Major Problems of American Democracy—Century

FAIRLIE, J. A.—Local and Government in Counties, Towns, and Villages—Century

GILLETTE, J. C.—Constructive Rural Sociology—Macmillan

GOODNOW, F. J.—Municipal Government—Century

HAYES, E. C.—Introduction to a Study of Sociology—Appleton

JAMES, H. G.—Local Government in the United States—Appleton

MATHEWS, J. M.—American State Government—Appleton

MUNRO, W. B.—The Government of American Cities—Macmillan

MUNRO, W. B.—The Government of the United States—Macmillan

OGG, F. A. AND RAY, P. O.—Introduction to American Government—Century

RAY, P. O.—An Introduction to Political Parties and Practical Politics—Scribner

ROSS, E. A. AND MCCAULL, M. E.—Reading in Civic Sociology—World Book

SCOTT—State Government in Pennsylvania—Harper

WOOD—Community Problems—Century

APPENDIX A

Visual Aids In Social Studies

HISTORY

Research, covering several major experimental studies, shows that visual-sensory aids make very definite contributions to the field of social studies. Among the visual-sensory aids credited with contributions to more meaningful instruction in this field are school journeys or field trips, models, the object itself, slides, films, stereographs, maps, charts, cartoons, dramatization and pageantry. For detailed results of these studies, history teachers are referred to: *Visual Education*—Freeman—University of Chicago Press, Chicago; *Motion Pictures in History*—Knowlton-Tilton—Yale University Press, New Haven, Connecticut; *Comparative Effectiveness of Some Visual Aids*—Weber—Educational Screen, Chicago; *Value of Films in History*—Frances Consitt—G. Bell and Sons, London, England.

Effective procedure in history instruction requires an almost constant use of the visual-sensory aids enumerated. This involves a thorough knowledge of these aids—their values, their sources, guiding principles for their use, and a mastery of their techniques.

The school journey or field trip is a fruitful medium for history work because it brings students in direct touch with history materials, situations, and relationships. Communities have their history—each had its beginning; each contains milestones, shrines, documents, and evidences which mark its growth, its achievements, and its development. A surprisingly large amount of history material—such as Indian relics, coins, household utensils, implements, furniture, clothing of early periods, old photographs, sculpture, paintings, old books, documents, etc.—can be found in each school district. These should be assembled as a school collection, ready for use as occasion requires. Children appreciate historic collections of models and objects that they themselves assemble and make. Interest is the key that unlocks the door to self-activity. Self-activity in turn sets initiative at work. This gives opportunity for originality to express itself. The Object-Specimen-Model Bulletin, which contains much suggestive material, can be obtained upon application to the Department of Public Instruction.

Pennsylvania is rich in historic shrines. Museums, historical and other societies have valuable collections—all mute evidence of the past, of the developing present, and showing the possibilities for the future. Teachers are urged to make use of these collections. When made accessible to school children, they enrich and vitalize the subject and help in reconstructing experience—a proceeding necessary to a thorough understanding of history. It becomes necessary then for teachers to know how to organize, conduct, and check school journeys or field trips. For this purpose each should have a copy of the School Journey Bulletin which may be procured from the Department of Public Instruction.

The Yale Chronicles are but one of many valuable history films that recreate the personages, circumstances, and events of the past. Collections of slides also have been developed. Familiarity with these on the part of teachers is not only essential but research and experimentation are necessary to determine which possess the greatest value, and to definitely relate them to the curriculum. This pressing service is a responsibility of teachers in the development of Pennsylvania's educational program.

Teachers should also be familiar with the minimum standard equipment of visual and other sensory materials required for the teaching of history. The history teachers' committee of the State Teachers Colleges recommends the following minimum equipment:

1. Bibliography on Visual Aids in History—McKinley Publishing Company, Philadelphia.

2. Blackboard and Bulletin Board.
3. Bulletins—*School Journeys or Field Trip, Object-Specimen-Model, Pennsylvania Historical*.
4. Cabinet for filing cartoons, clippings, cutouts and other pictorial material, prints, etc.
5. Charts—a classroom set, including necessary graphs; a good historical album, as for example, Cybulski's, or Fourgeres'.
6. Dramatization—Dialogs, playlets, pageants.
7. Maps—U. S.—1492 to 1929; Europe—early times to present; World. Blackboard outline
8. Objects-Specimens-Models—a small museum collection covering classical sculpture, documents, dress, utensils, etc.
9. Projectors—still, and 16 mm. motion picture machines.
10. Slides—sufficient unit sets to satisfy needs.

CITIZENSHIP

The study of citizenship provides many opportunities for the use of visual-sensory aids. An effective method of teaching this subject is by participation in social enterprises which provide opportunities for self-activity and learning by doing. The school journey or field trip is one of the best mediums for effective instruction in this field. Since the subject has to do with citizenship, with government—how it is organized and how it functions—visits to city hall, court house, post office, municipal departments, public utilities, water supply stations, food markets, examples of model planning, municipal improvements, parks, recreation centers, and evidences of progressive citizenship lend enrichment and vitality to instruction and learning that are not secured ordinarily through textbook or lecture procedures.

The school journey also gives opportunity for correlating the different subjects—as for example, safety first, humane treatment of birds and animals, reforestation, types of architecture and landscaping, clean streets, improved highways, objects and practices of special interest. Civically speaking, it can be truthfully said that the school journey is often the medium through which the spark of scientific genius is kindled, the naturalist developed, the musician inspired, artistic genius stirred, literary ambitious set on fire, patriotic impulses quickened, and the spirit of adventure aroused. All these activities lead to the spending of leisure time in a profitable way.

Dramatization has proved a valuable visual sensory aid in this field; as have also cartoons, charts, maps, and pageants. Very interesting pictorial materials such as stereographs, slides and films are constantly being produced—all of which contribute to meaningful instruction. It is essential that teachers know the sources of these materials and an effective technique for their use.

VISUAL AIDS IN THE FIELD OF SOCIAL STUDIES

The following is a partial list of sources of visual and other sensory materials for the teaching of history and civics;

- I. Apparatus and Equipment
See Department Projector Sheet.
- II. School Journey or Field Lesson
See Department School Journey Bulletin, Vol. 1, No. 6.
- III. Object-Specimen-Model
See Department Object-Specimen-Model Bulletin, Vol. I, No. 8.
- IV. Pictorial Materials

Glass Slides:

Atlas Educational Film Co., 5 N. Wabash Ave., Chicago
 Beseler Lantern Slide Co., 131 E. 23rd St., N. Y. City
 Briggs, C. W., 428 Callowhill St., Philadelphia
 Devereaux Lantern Slides, Eye Gate House, Inc., 126 W. 46th St., N. Y. City
 Eastman Educational Slides, Iowa City, Iowa
 Keystone View Co., Meadville, Pa.
 McIntosh Stereopticon Co., 549 W. Randolph St., Chicago
 Pilgrim Photoplay Exchange, 804 S. Wabash Ave., Chicago.
 State Library and Museum, Harrisburg, Pa.
 Victor Animatograph Co., Davenport, Iowa
 Williams, Brown and Earle, 918 Chestnut St., Philadelphia

Film Strip:

Ideal Pictures Corp., 26 E. Eighth St., Chicago
 McIntosh Stereopticon Co., 549 W. Randolph St., Chicago
 Muir, The James C. Co., 10 S. 18th St., Philadelphia
 Society for Visual Education, 327 S. LaSalle St., Chicago
 Spencer Lens Co., Buffalo, N. Y.
 Stillfilm Co., 25 Third Ave., N. Y. City

Films—16 MM.:

Bell and Howell, 11 W. 42nd St., N. Y. City
 Eastman Teaching Films, Inc., 343 State St., Rochester, N. Y.
 Fox Film Corp., 850 Tenth Ave., N. Y. City
 Ideal Pictures Corp., 26 E. Eighth St., Chicago
 Q. R. S.-De Vry Corp., 131 W. 42nd St., N. Y. City
 Yale Chronicles, Yale University Press, 522 Fifth Ave., N. Y. City
 "1000 and One"—Educational Screen, Chicago

Films—35 MM.:

B. & A. R. R. Century of Transportation Pageant, Baltimore, Md.
 Film Classic Exchange, Fredonia, N. Y.
 Ideal Pictures Corp., 26 E. Eighth St., Chicago
 Kineto Company of America, Inc., Irvington-on-Hudson, N. Y.
 Q. R. S.-De Vry Corp., 131 W. 42nd St., N. Y. City
 Yale Chronicles—Yale University Press, 522 Fifth Ave., N. Y. City

Maps, Charts, Graphs, etc.:

Denoyer-Geppert Co., 5235-57 Ravenswood Ave., Chicago
 Knowlton's Making History Graphic, Scribner, N. Y. City

Nystrom, A. J. and Co., 3333 Elston Ave., Chicago
 Rand McNally Co., 536 S. Clark St., Chicago
 Scribner, 597 Fifth Ave., N. Y. City

Pictures:

Art Extension Society, 415 Madison Ave., N. Y. City
 Copley Prints—Curtis and Cameron Co., Boston, Mass.
 Elson Arts Publishing Co., Inc., Belmont, Mass.
 Emery Prints—Brown-Robertson Co., N. Y. City
 Medici Society, 755 Boylston St., Boston, Mass.
 Seemann Prints—Rudolph Lesch, 225 Fifth Ave., N. Y. City
 Stereo Company, 1476 Broadway, N. Y.
 Taber-Prang Art Co., Springfield, Mass.

Posters:

Grade Travel Bureau, Room 1609, 501 Fifth Ave., N. Y. City
 National Child Welfare Assoc., Inc., 70 Fifth Ave., N. Y. City

V. Miscellaneous Aids:

Dramatization
 Exhibit
 Pageant
 Sand table

VI. Fitting Visual Materials to the Curriculum:

Berkeley, California, course of study
 Detroit course of study
 Teachers' Manual, Eye Gate House, 126 W. 46th St., New York City

CHARTS

HART, A. B. AND MATTESON, D. M.—American Government Maps—Denoyer-Geppert
 HUGHES, R. O.—American Citizenship Charts—Nystrom

MAPS

Maps used in connection with history courses should be available for civics.

OBJECTS-SPECIMENS AND MODELS

Many of the projects in civics lend themselves to this type of visual aid.

APPENDIX B**Suggestions for the Correlation of Music with the Social Studies Program**

In developing teaching outlines for the various units in both Backgrounds of American Life and United States History, it is suggested that the teacher draw on all of the sources that are available. One of the fields rich in material is music. Local resources will determine the use which can be made of music materials and references in the individual classes. The following types of exercises are suggested:

1. The singing of songs appropriate to the grade level. A program such as this may often be arranged through cooperation with the music department of the school.
2. Listening to appropriate selections played on the phonograph. Graded phonograph records are now available illustrating practically all periods and types of music.
3. Listening to radio programs either in school or as a home assignment. Such projects should be planned in advance so that the pupils will have ample time to prepare for them.
4. Floor talks, reports, and essays on musical subjects. Frequently assembly programs or class programs may be developed on this basis. The lives of composers offer material which is both inspirational and informational.

Music materials frequently help in the interpretation of historical events:

The Children's Crusades
 Shanewis, written by Cadman depicting life of American Indians
 Dvorak, New World Symphony—Life of American people including negroes
 Foster—Brought out musical traditions of American folk lore

The folk music of a people is frequently one of the main sources of historical materials. There was a time when practically all history was passed on by word of mouth. Good examples of this are the Troubadours, Meistersingers, Minnesingers, Trojans.

In our own State music tradition is being developed, as which the Bach festival which grew out of the Singstunde at Bethlehem. The Philadelphia symphony was organized in 1740. The Eisteddfod, the Saengfest, the Moravian and German singing schools in Pennsylvania music.

Wherever local organizations or composers have featured prominently they should be recognized in connection with the study of the period.

A representative list of suggested composers follows:

JOHANN SEBASTIAN BACH (1685-1750) Germany
 GEORGE FREDERICK HANDEL (1685-1759) Germany
 CHRISTOPHER W. GLUCK (1714-1787) Germany
 FRANZ JOSEF HAYDEN (1732-1809) Austria
 FRANCIS HOPKINSON (1737-1791) American (Pennsylvania)
 WOLFGANG AMANDENS MOZART (1756-1791) Germany
 LUDWIG VON BEETHOVEN (1770-1827) Germany
 CARL MARIA VON WEBER (1786-1826) Germany
 GIACOMO MEYERBEER (1791-1864) Germany
 GIOACHINO ROSSINI (1792-1868) Italy
 FRANTZ SCHUBERT (1797-1828) Germany
 HECOV BERLIOZ (1803-1869) France
 MICHAEL WILLIAM BALFE (1808-1870) Ireland
 FELIX MENDELSSOHN-BARTHOLDY (1809-1847) Ireland
 ROBERT SCHUMANN (1810-1856) Ireland
 FREDERIC CHOPPIN (1810-1849) Poland
 FRANZ LISZT (1811-1886) Hungary
 WILLIAM HENRY FRY (1813-1864) America (Pennsylvania)
 RICHARD WAGNER (1813-1883) Germany
 GIUSEPPI VERDI (1813-1901) Italy
 CHARLES FRANCOIS GOUNOD (1813-1893) France
 JACQUES OFFENBACH (1819-1880) France
 FRANZ ABB (1819-1885) Germany
 CESAR FRANCK (1822-1890) France
 STEPHEN COLLINS FOSTER (1826-1864) America (Pennsylvania)
 ANTON RUBINSTEIN (1829-1894) Russia
 JOHANNES BRAHMS (1833-1897) Germany
 CAMELLE SAINT-SAENS (1835-1921) France
 GEORGES BIZET (1838-1875) France

PETER TCHAIKOVSKI (1840-1893) Russia
 AUTONIN DVORAK (1841-1904) Bohemia
 ARTHUR SULLIVAN (1842-1900) England
 EDWARD GRIEG (1843-1907) Norway
 JOHN PHILLIP SOUSA (1854-1932) America
 VICTOR HERBERT (1859-1924) Ireland
 IGNACE PADEREWSKI (1860-) Poland
 EDWARD A. MACDOWELL (1861-1908) America
 ETHELBERT NEVIN (1862-1901) America
 CLAUDE DEBUSSY (1862-1918) France
 HORATIO PARKER (1863-1919) America
 HENRY K. HADLEY (1871-) America
 SAMUEL COLERIDGE TAYLOR (1875-1912) England
 CAMILLE ZECKWER (1875-1924) America (Pennsylvania)
 JOHN ALDEN CARPENTER (1876-) America
 J. FRANK FRYSSINGER (1878-) America (Pennsylvania)
 HARVEY B. GAUL (1881-) America (Pennsylvania)
 CHARLES WAKEFIELD CADMAN (1881-) America (Pennsylvania)
 PERCY A. GRAINGER (1882-) Australia
 IGOR STRAVINSKY (1882-) America
 DEEMS TAYLOR (1885-) America
 HOWARD HANSON (1896-) America

Bibliography

EDUCATIONAL MONOGRAPH No. 1—Pennsylvania in Music—Department of Public Instruction
 MACY, JAMES C.—Young People's History of Music—Oliver Ditson Co.
 MCGHEE—People and Music—Allyn and Bacon
 BANER AND PEYSER—How Music Grew—Putman's Sons
 KIUSCELLA—Music and Romance—R. C. A. Victor Co.
 SPAETH—The Common Sense of Music—Boni & Liveright

APPENDIX C

References on the Teaching of the Social Studies

JOHNSON, HENRY—The Teaching of History—MacMillan
 KNOWLTON, DANIEL C.—History and the Other Social Studies in the Junior High School—Scribner's
 HATCH, R. W.—Training in Citizenship—Scribner's
 DAWSON, EDGAR and others—Teaching the Social Studies—Macmillan
 KLAPPER, PAUL—The Teaching of History—Appleton
 THAYER, V. T.—Passing of the Recitation—Heath
 MILLER, H. L.—Creative Learning and Teaching—Scribner's
 TYRONE, R. M.—The Teaching of History in Junior and Senior High Schools—Ginn
 BAILEY, D. C.—A New Approach to American History—(Student's Guide Sheets) (Based on Morrison Unit Plan) University of Chicago Press

Monthly publications—Historical Outlook—McKinley Publishing
 KILPATRICK, W. H.—What Shall We Seek from a History Project—Historical Outlook of June, 1922
 MAGUIRE, E. R.—The Group-Study Plan—Scribner's
 MORRISON, H. C.—The Practice of Teaching in the Secondary School—University of Chicago Press
 BYE, E. C.—Bibliography on the Teaching of the Social Studies—Clark University
 MACE, W. H. Method in History—Rand
 KNOWLTON, D. C.—Making History Graphic—Scribner's
 HILL, MABEL—The Teaching of Civics—Houghton, Mifflin
 MONROE—Directed Learning in the High School—Doubleday
 MILLER—Directed Study—Scribner's
 MILLER AND HARGREAVES—Self-Directed School—Scribner's

